



02/10/2023

PSHE Policy 2025-26

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
October 2021		Stacey McGahey		
January 2022		Stacey McGahey		
October 2023		Stacey McGahey	Head of School/SLT	
October 2024		Stacey McGahey	Headteacher	
October 2025		Sarah James	Headteacher	

Contents

1. Introduction
 - 1.1. Aims
 - 1.2. Other linked Policies
2. Policy Statement
 - 2.1. Policy Terms
3. Guidance and Procedures
4. Appendices

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

1.1 Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil Learning Intentions:

Red Oaks' PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

1.2 Links to Other Policies and Curriculum Areas

We recognise the clear link between Red Oaks' PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

- Safeguarding Curriculum
- Drugs, alcohol and tobacco policy

2. Policy Statement

At Red Oaks School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We chose to follow the Jigsaw Programme as it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The curriculum overview is available to view on the school website (**see appendix 1**).

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

3. Procedure and Guidance

How is Red Oaks PSHE organised in school?

Red Oaks brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptive teaching. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Red Oaks that are designed to progress in sequence from September to July and each Puzzle has six Pieces (lessons)

Term 1: Being Me in My World

Term 2: Celebrating Difference

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me

Teachers are encouraged to display the unit poster for each term on their classroom door.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Red Oaks is

relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

PSHE is taught weekly across the school and is introduced with a whole school assembly at the beginning of each term. Each class displays the 'Red Oaks puzzle piece' being covered on their classroom door, to celebrate and show consistency.

Planning

Each unit/jigsaw piece contains 6 lessons that outline the learning intentions, vocabulary, resources and includes questions that may be asked.

The lessons follow the format of Teaching and Learning, Sharing the jigsaw charter, Connect us, Calm me, Open my mind, Tell me or Show me, Let me Learn, Help me reflect (**appendix 2**). This format follows closely to TEEP, a planning format we have adopted at Red Oaks. Teachers can adapt and follow the lesson as they see fit for their class and adapt learning to suit the needs of their class.

Book expectations

In EYFS, PSHE is recorded and evidence is uploaded to SONAR and linked to each of the ELGs.

All cohorts in KS1 and KS2 have an online PSHE floor book, which doubles up on the other side as an evidence book for the safeguarding curriculum. The PSHE side will have a front cover stating the year group and year. A selection of work from the lesson/unit can then be displayed in the book. There can be a range of evidence including work, photos, post it notes etc.

Marking

Verbal feedback is given in PSHE during the lesson. This enables children to know what is going well and what can be improved on the spot. There is no expectation for teachers to formally mark. However, they must have a clear understanding of where a child's knowledge and skill strengths and weaknesses are.

Assessment

In EYFS, PSHE is used as evidence for the PSED ELG.

The Jigsaw scheme of work has a set of assessment criteria for each unit (**appendix 3**). Teachers can then use these criteria to assess each child. Any child working towards or above the expected standard are then written in the front of the book, by initials. After a full term the Teacher will then identify any reoccurring children in both units that have met the working towards or above expected standard and use their judgement to decide on an overall assessment for each individual.

Children that are identified as working towards then need to be supported as appropriate. Teachers to decide if the individual needs specialised assistance in terms of a referral to ELSA, a booster group or adapted learning or support during future lessons.

Those children identified as HA become the class Well-Being Officers. Their names/faces can then be displayed in the classroom's 'calm area' and their role is to support others in

their learning. They can be in charge of keeping the calm area replenished and tidy and listen to the needs of their classmates and report back to the teacher with ideas.

Monitoring

PSHE is monitored throughout the year which includes observations and pupil voice. The leader will also monitor the higher and lower ability document and check the support given to those who were identified as working towards. The leader will also check that higher ability pupils have been identified as well-being officers and check the calm areas in classrooms are adequate. Pupil voice will allow the leader to find out if these systems are supporting the children and if changes need to be made.

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Planning scrutinies and discussions
- Learning walks
- Scrutinies of work in PSHE floor books
- Staff and pupil voice

Inclusion and SEND

Staff at Red Oaks are aware of children's individual needs and how to best adapt teaching and learning to enable access for all. Teachers plan and resource to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines.

Inclusivity is a core part of Red Oaks' philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this adaptive teaching, Red Oaks suggests creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

External Contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Red Oaks PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Red Oaks PSHE programme.

The Learning Environment

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 Red Oaks Charter. (Ideally, teachers and children will devise their own Red Oaks Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Red Oaks 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)

Training and Support for Staff

All staff benefit from Red Oaks PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

APPENDIX 1: Red Oaks Curriculum Map

Red Oaks covers all areas of PSHE for the primary phase, as curriculum map shows below:

	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 1						
Knowledge	<p>I understand my rights and responsibilities as a member of my class</p> <p>I know my views are valued</p> <p>I recognise choice and understand consequences</p>	<p>I know what is similar and different about my peers</p> <p>I know who I could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I know that what makes us different makes us all special and unique</p> <p>I understand how being bullied might feel</p>	<p>I know how to tackle new challenges</p> <p>I can understand how it might feel to succeed</p> <p>I know how I learn best</p>	<p>I understand the difference of being healthy and unhealthy</p> <p>I know how to keep healthy and clean and understand germs cause disease and illness</p> <p>I know house hold chemicals and medicines can be harmful</p> <p>I know how to keep safe when crossing the road</p> <p>I know who can keep me safe</p>	<p>I know there are lots of different types of families</p> <p>I know what it means to be a good friend</p> <p>I know appropriate forms of physical contact</p> <p>I know who can help me in a school community</p>	<p>I am starting to understand the life cycle of animals and humans</p> <p>I understand changes as we grow and that they are natural</p> <p>I know that every time I learn something new I change a little bit</p> <p>I understand which parts of my body are private</p>
Skills	<p>I feel special and safe my class</p> <p>I can recognise how it feels to be proud of an achievement</p> <p>I can recognise choices and understand consequences</p>	<p>I can tell you how I am the same or different from my friends</p> <p>I can be kind to other children</p> <p>I can work well with a partner</p>	<p>I can identify obstacles and challenges</p> <p>I can identify my own successes and achievements</p> <p>I can express how I feel when faced with a new challenge</p>	<p>I can make healthy lifestyle choices</p> <p>I can find some ways to help myself if I feel poorly</p> <p>I can recognise when I feel frightened and ask for help</p> <p>I can recognise how being healthy makes me feel happy</p>	<p>I can care for people that are important to me</p> <p>I know how to make a friend</p> <p>I can recognise forms of physical contact</p> <p>I know how to praise myself</p>	<p>I can accept changes will happen to me as I grow</p> <p>I can respect my body and understand which parts are private</p> <p>I can cope with changes</p> <p>I can identify the parts of the body that make girls and boys different and use</p>

PSHE Policy

	I can recognise a range of feelings when facing consequences		I can work out how to overcome challenges and how that feels		I can ask for help when needed I can express to others how I feel about them	the correct language: vagina, penis, testicles
Key Vocabulary	Safe, proud, consequences, responsibilities, achievement, value, belonging, choices	Kind, responsible, unique, difference, bullying, feelings	Achieve, goal, succeed, obstacles, challenge, persevere	Healthy, unhealthy, diet, exercise, safe, harmful	Family, friends, relationships, appropriate touch, feelings, comfort	Changes, natural, scientific body parts, privacy
Year 2						
Knowledge	<p>I understand the rights and responsibilities of being part of my school and class</p> <p>I understand how class rules will help me and others learn</p> <p>I know how to ask for help</p>	<p>I understand assumptions and stereotypes people make about boys and girls</p> <p>I understand that bullying is sometimes about difference</p> <p>I know ways to make new friends</p>	<p>I know who to talk to if I'm being bullied</p> <p>I know how to work in a group</p> <p>I know how to set a goal</p>	<p>I know what I need to keep my body healthy</p> <p>I understand how medicines work and how important it is to use them safely</p> <p>I know which groups to sort foods into</p>	<p>I understand that everyone's family is different and most people value their family</p> <p>I can understand that there are lots of forms of physical contact within families and understand which is acceptable and which is not</p> <p>I understand that sometimes it's good to keep a secret and sometimes it's not</p>	<p>I understand there are changes out of my control</p> <p>I understand natural process of changing from young to old</p> <p>I understand there are different types of touch</p>
Skills	<p>I can recognise feelings of worry and ask for help</p> <p>I can help make my class a safe and fair space</p> <p>I can work co-operatively</p> <p>I can choose to follow the rules of my class and school</p>	<p>I can accept the similarities and differences between boys and girls</p> <p>I can tell you how somebody being bullied would feel and be kind to anyone being bullied</p> <p>I can identify when I should stand up for myself and others</p>	<p>I can choose a realistic goal</p> <p>I can persevere when tasks are difficult</p> <p>I can choose partners I can work well with</p> <p>I can share successes</p> <p>I can express how it feels to work as part of a group and explain how to work cooperatively</p>	<p>I can identify when I'm feeling stressed or weak</p> <p>I can motivate myself to make healthy life style choices</p> <p>I have healthy relationships with food and take care of my body</p> <p>I can identify when feelings are strong or weak</p>	<p>I can accept all families are different</p> <p>I can identify which types of physical contact I like and dislike and can express this</p> <p>I can demonstrate problem solving skills to resolve conflicts with my friends</p>	<p>I can recognise cycles of life in nature</p> <p>I can recognise how I feel about changes that are out of my control</p> <p>I can identify people who I respect who are older than me</p> <p>I can recognise physical differences between girls and boys and use correct</p>

		<p>I will ask for help if I'm being bullied</p> <p>I know how it feels to have a friend and be a friend</p>			<p>I can speak to someone I trust if I'm asked to keep a secret I shouldn't</p> <p>I know how it feels to trust someone</p> <p>I can accept and express my appreciation for others</p> <p>I can identify conflict between friends</p>	<p>names for parts of the body</p> <p>I feel proud about becoming more independent</p> <p>I can tell you what I like/dislike about being a boy/girl</p> <p>I can confidently say what I like/don't like and can ask for help</p> <p>I can think about changes I will make when moving to year 3</p>
Key Vocabulary	Rules, safe, rights, responsibilities, co-operate, problem solving	Kind, responsible, unique, difference, bullying, share	Achieve, goal, succeed, obstacles, challenge, persevere	Active, healthy, lifestyle, carbohydrates, proteins, fats, minerals, dairy, fruit, vegetables	Trust, appreciation, difference, physical touch, acceptance, conflict	Like, dislike, changes, body parts, control, independence
Year 3						
Knowledge	<p>I know how to set personal goals</p> <p>I know strategies to face new challenges positively</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others</p> <p>I know what is considered a responsible choice</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I know what is meant by a dream/ambition</p> <p>I understand that obstacles can hinder my achievement</p> <p>I know that I am responsible for my own learning and can use my</p>	<p>I understand how exercise affects my body and know why my heart and lungs are important organs</p> <p>I know strategies and who to go to for help</p> <p>I understand that some household substances, including medicine, can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>I can identify the roles and responsibilities of each member in my family and reflect of the expectations for males and females</p> <p>I know some strategies to keep myself safe</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives might be different</p> <p>I know how to show appreciation to friends and family</p>	<p>I understand lots of changes happen for humans and animals from conception and growing up</p> <p>I know it is usually the female who has a baby</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they</p>

PSHE Policy

	I understand my behaviour brings rewards/consequences	I recognise that some words are used in hurtful ways I know some ways of helping to make someone who is bullied feel better	strengths as a learner to achieve the challenge			grow up their bodies can make babies I can understand how boys' and girls' bodies change on the inside I can start to recognise stereotypical ideas I might have about parenting and family roles I understand that there will be a change when moving to Year 4
Skills	I value myself and can make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and identify if other people are feeling these emotions I can work cooperatively in a group I choose to follow the rules	I appreciate my family/the people who care for me I know how to calm myself down and can use the 'Solve it together' technique I can problem-solve a bullying situation with others I try hard not to use hurtful words (e.g. gay, fat) I can give and receive compliments and know how this feels	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability) I can imagine how I will feel when I achieve my dream/ambition can break down a goal into a number of steps and know how others could help me to achieve it I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others	I can set myself a fitness challenge I can identify how I feel towards drugs I can express how being anxious or scared feels I can identify things, people and places that I need to keep safe from I can take responsibility for keeping myself and others safe at home I respect my body and appreciate what it does for me	I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situation to try and find a win-win solution I know who to ask for help if I'm worried or concerned I can show awareness of how other influences can affect my choices I can empathise with children whose lives are different to mine and appreciate what I might learn from them I enjoy being part of a family and friendship groups I can explain how some of the actions and work of	I can express how I feel when I see babies or baby animals I can express how I might feel if I had a new baby in the family I can recognise how I feel about the changes happening to me and how to cope with those changes I can identify the changes made to girls' and boys' bodies on the outside I can express how I feel when my ideas are challenged and might be willing to change my idea sometimes I can start to think about changes I will make when I go to Year 4 and how to go about it

PSHE Policy

					people around the world help and influence my life	I can identify what I am looking forward to in Year 4
Key Vocabulary	Responsibility, choice, achievement, value, feelings, acknowledge, fairness, solutions	Bullying, isolation, problem-solve, hurtful, compliments, appreciate	Frustration, steps, strengths, confidence, success, respect	Exercise, healthy, substances, emotions	Friendship, family, influence, expectation, roles, responsibilities	Changes, conception, female, baby, womb, family roles
Year 4						
Knowledge	<p>I know my attitudes and actions make a difference to the class</p> <p>I understand the roles of the people in my school community and how I fit</p> <p>I understand how democracy works through the school council</p> <p>I understand my actions affect myself and others</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand that sometimes we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that sometimes bullying is hard to spot and know what to do if I think it's going on but I'm not sure</p> <p>I can understand why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I know how it might feel to witness or be a target of bullying</p>	<p>I understand that sometimes hopes and dreams do not come true and this can hurt</p> <p>I know that reflecting on positive and happy experiences can help</p>	<p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I understand that having a baby is a personal choice and that I can express how I feel about having children when I am an adult</p> <p>I know the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can</p>

						apply it to changes I want to make in my life
Skills	<p>I know how good it feels to be part of a group and how it feels to be excluded</p> <p>I try to make people feel welcome and valued I can take on a role in a group and contribute to the overall outcome</p> <p>I can help develop school rules and help others follow them</p>	<p>I try to accept people for who they are</p> <p>I can question why I think what I do about other people</p> <p>I can problem solve bullying situations with others</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I can identify when I have felt disappointed and now how to cope with it</p> <p>I can help others cope with disappointment</p> <p>I can be resilient and have a positive attitude</p> <p>I can enjoy being a part of a group challenge</p> <p>I can identify steps and make a plan to achieve a goal</p> <p>I can share in the success of a group</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>I can identify feelings of anxiety and fear</p>	<p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends</p>	<p>I appreciate that I am a truly unique human being</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>

				associated with peer pressure I can tap into my inner strength and know how to be assertive		
Key Vocabulary	Community, rules, contribution, value, democracy, pupil voice	Bullying, respect, unique, appearance	Achievement, success, disappointment, perseverance, plan, positive	Assertiveness, pressure, alcohol, drugs	Relationship, friendship, family, love, belonging, attract	Sperm, egg, puberty, periods, change, identity
Year 5						
Knowledge	<p>I know how to face new challenges positively</p> <p>I know how to set personal goals</p> <p>I understand my rights and responsibilities as a British citizen</p> <p>I understand my rights and responsibilities as a member of my school</p> <p>I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I understand that communicating with someone in a different culture means we can learn from each other</p> <p>I am aware of my own culture</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I know the type of job I would like to do when I grow up and can understand what would motivate me and what I need to do to achieve it</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can</p>	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to stay safe when using technology to communicate with my friends and can explain this</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend</p> <p>I know I can love and be loved</p>	<p>I am aware of my own self-image and how my body image fits into that</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>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I understand that puberty is a natural process that</p>

PSHE Policy

	I understand why our school community benefits from rules			develop eating problems (disorders) relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy		happens to everybody and that it will be ok for me
Skills	<p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I can help others to follow the school rules</p> <p>I can make choices about my own behaviour</p>	<p>I am aware of my attitude towards people from different races</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I respect my own and other people's cultures</p> <p>When talking to someone from a different culture I can identify a range of ways that we could support each other</p>	<p>I can identify what I would like my life to be like when I am grown up</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know how to keep myself calm in emergencies</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I respect and value my body</p> <p>I am motivated to keep myself healthy and happy</p>	<p>I know how to keep building my own self-esteem</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>I know how to develop my own self esteem</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can start to think about changes I will make when I am in Year 6 and know how to go about this</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Year 6</p>

					I can express my own opinion and feelings on remembering people	
Key Vocabulary	British citizen, choice, roles, responsibility, community, laws	Respect, culture, race, bullying, choice, support	Support, appreciation, opportunity, contribution	Motivation, safety, happy, healthy, pressure, respect	Resist, negotiate, self-esteem, communication	Body image, conception, sexual intercourse, puberty, consent, emotionally
Year 6						
Knowledge	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal)</p> <p>I know what some people in my class like or admire about me and can accept their praise</p> <p>I understand why it is important to stretch the boundaries of my current learning</p>	<p>I know the impact of food on the body, e.g., creating energy, giving comfort and altering mood</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with</p>	<p>I understand how it feels to have people in my life that are special to me</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can ask the questions I need answered about changes during puberty</p> <p>I know how to develop my own self esteem</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>I know how to prepare myself emotionally for starting secondary</p>

				<p>emergencies if they happen</p> <p>I understand how stress can cause alcohol misuse</p>		
Skills	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I feel welcome and valued and know how to make others feel the same</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I can make choices about my own behaviour</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from rules and how I can help others to follow it by modelling it myself</p>	<p>I can work with other people to help make the world a better place</p> <p>I can empathise with people who are living with disabilities</p> <p>I am aware of my attitude towards people with disabilities</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one</p> <p>I appreciate people for who they are</p> <p>I can show empathy with people in either situation</p>	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can set success criteria so that I will know whether I have reached my goal</p> <p>I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult situations</p> <p>I can identify why I am motivated to do this</p> <p>I can give praise and compliments to other people when I recognise</p>	<p>I am motivated to give my body the best combination of food for my physical and emotional health</p> <p>I am motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>I can recognise when I feel stressed and the triggers that cause this</p> <p>I can use different strategies to manage stress and pressure</p>	<p>I can identify the most significant people to be in my life so far</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</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 take responsibility for my own safety and well-being</p> <p>I can use technology positively and safely to</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p> <p>I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>

PSHE Policy

			their contributions and achievements		communicate with my friends and family	
Key Vocabulary	Democracy, locally, globally, community, opinion, actions	Empathy, disability, attitude, appreciate	Motivation, boundaries, attitude, contribution, achievements, concern	Misuse, emergency, stress, pressure, strategies, anti-social	Responsibility, control, loss, grief	Puberty, conception, pregnancy, transition, changes, independence

Appendix 2: Lesson example



Puzzle 2: Celebrating Difference - Ages 6-7 - Piece 2

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f8d7da; text-align: center;">Boys and Girls</td> <td></td> </tr> <tr> <td style="background-color: #f8d7da;">Puzzle 2 Outcome Hall of Fame</td> <td>Please teach me to... start to understand that sometimes people make assumptions about boys and girls (stereotypes) understand some ways in which boys and girls are different and accept that this is OK</td> </tr> <tr> <td style="background-color: #f8d7da;">Resources Jigsaw Chime 'Calm Me' script Duvet covers (or pictures of) Jigsaw Jo Jigsaw Jamie Cat Difference shield templates Jigsaw Journals My Jigsaw Learning</td> <td>Vocabulary Boys Girls Similarities Differences Assumptions Stereotypes Special</td> </tr> </table>	Boys and Girls		Puzzle 2 Outcome Hall of Fame	Please teach me to... start to understand that sometimes people make assumptions about boys and girls (stereotypes) understand some ways in which boys and girls are different and accept that this is OK	Resources Jigsaw Chime 'Calm Me' script Duvet covers (or pictures of) Jigsaw Jo Jigsaw Jamie Cat Difference shield templates Jigsaw Journals My Jigsaw Learning	Vocabulary Boys Girls Similarities Differences Assumptions Stereotypes Special		<p>Open my mind Duvet covers. Share with the children either pictures of, or preferably real, children's duvet covers. (It would be good if some of the duvet covers are very stereotypical, e.g. pink for girls, blue with trains/cars for boys, and some that are either/or e.g. a jungle scene.) As each of the duvet covers is shown, ask the children to move to labelled areas of the classroom (labels: boys, girls, both). Ask the children to give their reasons about why they have chosen to stand in the 'boys', 'girls' or 'both' area. Challenge them to think about why they made those decisions. Ask them to discuss in pairs and then share their ideas as to whether or not it is acceptable for the girls to have the train duvet cover or the boys to have the pink duvet cover. Make the point that it is about choice and that there are similarities and differences about what we like and don't like!</p> <p>Pause Point: Slide 1:  Raise Jigsaw Jamie Cat's paws to indicate this Pause Point. Invite the children to stop, enjoy some gentle deep breaths and look inside to identify their thoughts right now.</p> <p>Tell me or show me (Please note, although the explicit work on Sex Education and naming body parts is in the 'Changing Me' Puzzle, it is highly likely that children will identify differences in bodies between boys and girls in this Piece. It is recommended that the correct names of parts of the body, e.g. penis, testicles, vagina, are used. Ensure children also understand that these parts of the body are private, hence, covered up by swimsuits.) Jigsaw Jo joins the circle and asks the children if they can think of ways that girls and boys are similar. The children are encouraged to share ideas from last week. Then Jigsaw Jo asks the children whether they can think of ways that boys might be different to girls. Jigsaw Jo acknowledges any contributions and then shares the statements: Girls might be different to boys because they like playing different games, because they like wearing different clothes, because they think about different things; they are also different because they have different body parts. Acknowledge and value all contributions. Ask the children to self-select and get into mixed-gender pairs (be sensitive to any transgender/non-binary children who may choose to pair with someone of the same external gender). Ask the children to come up with a difference between them. It could be a hobby, an appearance feature, a difference about what they like to eat, etc. Ask the children to think about their difference and decide whether this is typical for most boys/girls. Share ideas and thoughts and draw out that we all have differences despite our gender; explain that there might be some things that are different about us because we are a boy/girl but each of those differences is OK.</p> <p>Let me learn Returning to their seats and in their pairs, ask the children to talk to their partner and find four differences they have. It can be appearance e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, differences in their families, etc. On the 'Differences shield templates' ask the pairs to design their own differences shield with four of the things that are different about them and to fill in the slogan in the middle: 'It's good to be different because...'</p> <p>Help me reflect Slide 2: Share the learning intentions of the lesson with the children. Ask them to show if they are a thumbs-up, neutral or thumbs-down for the purple and green statement. Show My Jigsaw Learning sheet for this lesson (piece) and, if necessary, model how to complete it using the PowerPoint slide. Ask the children to complete their own and stick it into their Jigsaw Journal. The teacher may wish to exemplify the statements to further children's understanding.</p>
Boys and Girls								
Puzzle 2 Outcome Hall of Fame	Please teach me to... start to understand that sometimes people make assumptions about boys and girls (stereotypes) understand some ways in which boys and girls are different and accept that this is OK							
Resources Jigsaw Chime 'Calm Me' script Duvet covers (or pictures of) Jigsaw Jo Jigsaw Jamie Cat Difference shield templates Jigsaw Journals My Jigsaw Learning	Vocabulary Boys Girls Similarities Differences Assumptions Stereotypes Special							
<p>Teaching and Learning Teacher Note: For this lesson teachers will need to have sourced different pictures of duvet covers (some stereotypical for different genders).</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the others who 'switched' at the same time as them, thereby helping children get to know with whom they have things in common (e.g. "Did you notice who also switched when I asked who has a pet gerbil?"). Play the game: Sitting in a circle the teacher explains to children that when they call out a statement that applies to them, they need to 'switch' places with someone else who to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc. (Teacher to make sure ALL children have opportunities to switch.)</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>	<p>Why do you think we make assumptions about boys and girls? Is it OK for girls to like train duvet covers? Is it OK for boys to like pink duvet covers? Did anything surprise you?</p> <p>What makes us different? How does it feel to be different to our partner? Why is it important that we are not all the same?</p>						

Appendix 3: Assessment example



Ages 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name	Assessment Data	Working towards	Working at	Working beyond	Teacher comments
		<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	
		<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	
		<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	



Assessment Data	Working towards	Working at	Working beyond	Teacher comments
	<p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less 'healthy' unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	
	<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	
	<p>I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour. I can talk about the physical differences with respect and understand how to protect my own and other's privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	