

Below outlines the learning focus for each term

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
Autumn Term	<p>Physical Development: Health and self-care</p> <ul style="list-style-type: none"> Usually dry and clean during the day Shows a developing understanding of how to transport and store equipment safely practicing some appropriate safety measures without direct supervision. Develop the skills that they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. <p>PSED: Making Relationships</p> <ul style="list-style-type: none"> Shows an interest in their peers beginning to build relationships. Begins to join in with a group of children who are playing. Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Takes turns with an adult supporting. Takes turns with a little support from adults or visuals such as sand timers. I know how to be kind to others and I can use gentle hands <p>PSED: Sense of Self</p> <ul style="list-style-type: none"> Manages own needs, going to the toilet, washing hands, take coat off and put it back on. Follows a simple instruction as part of a group such as: sit down, line up, let's go outside. I know that we are similar and different/ unique/ special I know that people are good at different things I know that my home is special to me I know which words to use to stand up for myself when someone is unkind <p>PSED: Understanding Emotions</p> <ul style="list-style-type: none"> Expresses their feelings and gives simple reason, for example: I want mummy. Follow familiar routine instructions independently. 	<ul style="list-style-type: none"> I can talk about ways to stay healthy and safe to support my well-being. For example: regular exercise, tooth brushing, etc Know what the word 'healthy' means and know some things that they need to do to keep healthy. Know the names for some parts of their body. Know that it is important to keep trying and being resilient. Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Know some of the characteristics of healthy and safe friendships. Know how to be a good friend. I can try to solve friendship problems when they occur by finding a compromise or negotiating (with some support). I am showing an awareness of behavioural expectations with some support. I can show kindness and empathy to others. Know they have a right to learn and play, safely and happily. Skills to play co-operatively with others. Be able to consider others' feelings. I can accept that everyone is different and do not always enjoy the same things. I can include others when working and playing. Know the names of some emotions such as happy, sad, frightened, and angry. I understand that everyone is unique and special. I can express how I feel when change happens (excited vs anxious, tired, and angry). Know who to talk to if they are feeling worried. 	

	<ul style="list-style-type: none"> Is aware of behavioural expectations inside and outside of the classroom and can follow the expectations with some support, To know the different types of emotions 		
Spring Term	<p>Physical Development: Health and self-care</p> <ul style="list-style-type: none"> Knows and talks about the different factors that support their overall health and wellbeing: for example: regular exercise, healthy eating, tooth brushing, sensible amounts of ‘screen time’ <p>PSED: Making Relationships</p> <ul style="list-style-type: none"> Develops particular friendships with other children, which helps them to find empathy in simple ways: finding an adult for a child who is hurt. Takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Is proactive in seeking adult support and able to articulate their wants and needs <p>PSED: Sense of Self</p> <ul style="list-style-type: none"> Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group Shows confidence in choosing resources and perseverance in carrying out a chosen activity. I know that if I persevere I can tackle a challenge. I know that I must not give up if something is difficult I should keep on trying. I know what a goal is and that it is something that I want to be able to do. I know that kind words make someone feel good. I know about some different occupations (jobs) <p>PSED: Understanding Emotions</p> <ul style="list-style-type: none"> Link events (in books, real life etc.)with feelings and discuss them: eg <i>she’s angry that he snatched the toy.</i> Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Seeks support, and practical help in new or challenging situations. See themselves as a valued individual. I know what it means to feel proud I know that it makes me feel good. 	<ul style="list-style-type: none"> I can talk about ways to stay healthy and safe to support my well-being. For example: regular exercise, tooth brushing, etc. I can be a good friend and enjoy healthy friendships. Know what the word ‘healthy’ means and know some things that they need to do to keep healthy. Know the names for some parts of their body. I can name and describe people in my family and community. I can give some examples of family customs and routines that I have enjoyed. Know what a family is. Can recognise what being angry feels like. I can manage my feelings when my wishes cannot be met and know who to seek for help if needed. Recognise some of the feelings linked to perseverance. Recognise how kind words can encourage people. I can appreciate my own and different cultures around the world and accept that people have different beliefs and traditions. I can show curiosity about the world around me and care for our environment. Recognise emotions when they or someone else is upset, frightened or angry. Identify feelings associated with belonging. Skills to play co-operatively with others. Be able to consider others’ feelings. 	

Summer Term	<p>Physical Development: Health and self-care</p> <ul style="list-style-type: none"> Begins to talk about physical changes to their body that can occur when they're feeling unwell, anxious, tired, angry or sad <p>PSED: Making Relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p>PSED: Sense of Self</p> <ul style="list-style-type: none"> Shows resilience in the face of a challenge. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Recognises that they belong to different communities and social groups and demonstrates respect towards others. <p>PSED: Understanding Emotions</p> <ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> Can be a good friend and enjoy healthy friendships. Know what the word 'healthy' means and know some things that they need to do to keep healthy. Know the names for some parts of their body. Can explain what to do if a stranger approaches them. I can try to solve friendship problems when they occur by finding a compromise or negotiating (with some support). Know some of the characteristics of healthy and safe friendships. Know how to be a good friend. Can recognise what being angry feels like. Know that it is important to keep trying and being resilient. Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Can include others when working and playing. Know how to be a good friend. Can show kindness and empathy to others Identify feelings associated with belonging. Skills to play co-operatively with others. Be able to consider others' feelings. Know the names and functions of some parts of the body (see vocabulary list). Know that we grow from baby to adult. Know who to talk to if they are feeling worried. 	
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Ambition / Intent:

At Camrose Primary School, it is our intent that all pupils will be 'lifelong learners' with the confidence and ability to develop their skills and understanding playing a positive and successful role within our society, both as a child and as an adult within the future. We offer a nurturing and inclusive learning environment in which each child is encouraged to develop their full potential and where their individual achievements and successes are celebrated and rewarded.

PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Relationships and sex education is a key part of this, as is learning about physical, mental and emotional health.

At Camrose Primary 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.

The Jigsaw Programme 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.

Design / Implementation:

We believe **mindfulness** is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

In Jigsaw PSHE, mindfulness is developed through lessons, breathing techniques, awareness exercises, visualisations, music, etc, all very enjoyable activities for children and teachers alike. Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift! Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons which are adapted throughout for the needs of particular year groups and pupils. The curriculum for PSHE focuses on different areas each term and these are embedded throughout all lessons and the whole school day with everyone supporting and encouraging the pupils they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of PSHE and Jigsaw within school are to provide pupils with:

- accurate and relevant knowledge
- opportunities to create personal understanding and develop themselves as learners
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.
- to develop their resilience as learners being able to verbalise how they learn best.

Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experience of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen. In addition to our PSHE Jigsaw curriculum, the school offers additional strands to the PSHE curriculum through: E-safety, Healthy Schools, School Council, Squad 19 and Jigsaw Ambassadors.

Impact:

At Camrose, we continuously assess the implementation and impact of our Jigsaw lessons so that we provide the support that is necessary for all pupils to achieve whether that be in class or with additional identified support. Through our PSHE education, we believe we can enhance pupils' education and help them to become caring, respectful, resilient and confident individuals. Teachers will use multiple methods to evaluate the impact of their teaching on pupils learning, to ensure that pupils make progress.

The range of measures used include:

- Continuous assessment from teachers during individual lessons, to adapt and plan for necessary changes within the scheme based on individual needs.

- Pupil voice surveys are used to assess knowledge of themselves as learners and be emotionally confident within the school.
- Circle times, class assemblies and whole school worship allow opportunities to address needs as they arise
- Book looks and learning walks are used to gain a holistic understanding of the whole child's learning including pride in their work, self-confidence, as well as their ability to explain their learning