

Below outlines the learning focus for each term

Learning Outcomes For Key Stage 1**Being me in My world**

- increase awareness of self-identity; being part of a class; rights and responsibilities; rewards and consequences, how to work collaboratively
- discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask.
- to know how to listen to each other and how to make their classroom a safe and fair place.

Celebrating Differences

- increase awareness of similarities and differences; to explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.
- to understand bullying and knowing how to deal with it; making new friends.
- to share feelings associated with bullying and how and where to get help.
- to know the difference between a one-off incident and bullying
- to understand how each person is special and unique

Dreams and Goals

- increase awareness of setting goals; identifying successes and achievements; learning styles; working well and celebrating achievement with a partner; tackling new challenges; identifying and overcoming obstacles.

Healthy Me

- increase awareness of keeping myself healthy; healthier lifestyle choices; keeping clean; being safe; medicine safety/keeping safe with household items; road safety; linking health and happiness.
- **Relationships**
- increase awareness of belonging to a family; making friends; being a good friend; qualities as a friend; self-acknowledgement; celebrating special relationships.
- recognise caring and respectful, healthy friendships:
- recognize healthy online relationships – 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

Changing Me (Relationships & Sex and Health Education)

- increase awareness of animal and human life cycles; changes since being a baby; differences between male and female bodies (correct terminology); linking growing and learning; coping with change; transition to KS2.

Social & Emotional

- Know how to make their class a safe and fair place
- Show good listening skills
- Be able to work co-operatively
- Know how to stand up for themselves when they need to when/if bullied
- Understand that everyone's differences make them special and unique Have a healthy relationship with food
- Desire to make healthy lifestyle choices

- Can say who they would go to for help if worried or scared
- Can say what types of touch they find comfortable/uncomfortable

Mental well-being

- to know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- to know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- to know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- be able to confidently ask someone to stop if they are being hurt or frightened
- to understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
Autumn 1 Being Me in My World	<ul style="list-style-type: none"> • To understand the rights and responsibilities as a member of my class. • To know that my views are valued and can contribute to the Learning Charter. • To understand my rights and responsibilities within our Learning Charter. • To recognise the choices that I make and understand the consequences. • Understand that their views are important • Understand that they are safe in their class 	<ul style="list-style-type: none"> • I can tell you the rights and responsibilities as a member of my class. • I can sort the rights and responsibilities pictures and talk about my choices. • I can follow simple actions initialized by my teacher (clapping, tapping fingers). • I can describe scenario pictures and to talk about what might be happening. • I can illustrate different types of behaviour using a freeze-frame. • I can work cooperatively in a group. 	English – Drama / Role-play (working collaboratively) Music
Autumn 2 Celebrating Differences	<ul style="list-style-type: none"> • To identify similarities between people in my class. • To identify differences between people in my class. • feeling unhappy or being bullied. • To know how to make new friends. • To tell you some ways I am different from my friends. • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> • I can identify similarities between people in my class. • I can tell you some ways I am different from my friends. • I can tell you what is special about me. • I can talk about myself. • I can share ideas with my peers and teachers. • I can tell you what bullying is. • I can describe you what might be happening in picture cards. • I can illustrate different types of behaviour using a freeze-frame. • I can show my feelings through role-play. • I can sing a song with my friends. 	Music

Spring 1 Dream & Goals	<ul style="list-style-type: none"> • To understand how to work well with a partner and celebrate achievement. • To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. • Know how to set and achieve simple goals • Know when a goal has been achieved • Recognise their own feelings when faced/overcome with a challenge/obstacle 	<ul style="list-style-type: none"> • I can set simple goals. • I can identify my successes and achievements. • I can write about my successes. • I can share them with my friends. • I can work out how to achieve my goal. • I can tell you how I learn best. • I can use paint sensibly to decorate a welly. • I can tackle a new challenge, I understand that it might stretch my learning. • I can identify how I feel when I am faced with a new challenge. • I can express my thoughts and feelings associated with success. • I can sing a song with my friends. • I can draw around my hand, cut out the hand print and decorate it. 	Music
Spring 2 Healthy Me	<ul style="list-style-type: none"> • To know how to make healthy lifestyle choices. • To know how to keep myself clean and healthy and understand how germs cause illness. • To understand that medicines can help me if I feel poorly and know how to use them safely. • Know the difference between being healthy and unhealthy • Know that all household products, including medicines, can be harmful if not used properly • Know how to keep safe when crossing the road Recognise when they feel frightened and know how to ask for help 	<ul style="list-style-type: none"> • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I can express my thoughts on how to keep ourselves healthy and healthy lifestyle choices. • I can recognise how being healthy helps me to feel happy. • I can make healthy choices. • I can sing a song with friends and understand its message. • I can tell you how germs cause disease / illness. • I can tell you why some household products and medicines can be harmful. • I can role play with my friends to show what happens when we feel poorly. • I can sort picture cards deciding which things are safe/unsafe and healthy/unhealthy. • I can keep myself safe. • I can demonstrate how to cross the road safely using a rug and Jigsaw Jack. • I can draw and write a stay-safe message. • I can tell you why my happiness and well-being is important. 	Science – Anatomy / Healthy living / Well-being Music

Summer 1 Relationships	<ul style="list-style-type: none"> • To identify the members of my family and understand that there are lots of different types of families. • To identify what being a good friend means to me. • To know appropriate ways of physical contact to greet my friends and know which ways I prefer. • To recognise my qualities as person and as a friend. • To tell you why I appreciate someone who is special to me. • Know that everyone's family is different and are founded on belonging, love and care • Know how to make a friend • Know who to ask for help in the school community 	<ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. • I can share my ideas and feelings with my friends. • I can draw and annotate a picture of my family. • I can recognise a good friend. • I can tell you what the qualities of a good friend are. • I can sing a song with my friends. • I can identify some of the things that cause conflict between me and my friends. • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. • I can talk about people who can help us in my school community. • I can role play different scenarios where people ask for help. • I can show my feelings through role-play. • I can express my appreciation for the people in my special relationships. • Can identify forms of physical contact they prefer and say no when they receive a touch they don't like 	Music
Summer 2 Changing Me	<ul style="list-style-type: none"> • To start to understand the life cycles of animals and humans. • To be able to tell you how my body has changed since I was a baby. • To understand that every time I learn something new, I change a little bit. • To be able to tell you about changes that have happened in my life. • I respect my body and understand which parts are private. • Understand and accept that change is a natural part of getting older 	<ul style="list-style-type: none"> • I recognise different stages of growth (from birth to adulthood). • I can work with a partner to sort picture cards to show stages of growth and development. • I can draw a picture about what I like about being at my current age. • I can tell you about changes since I was a baby. • I can tell you how my body has changed since I was a baby. • I can distinguish between my body changes and changes in my abilities. • I can share my ideas with my friends. • I can draw one change I have experienced. • I can write in a speech bubble about how I feel when the change was happening. 	Music

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| | | <ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these | |
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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