

Below outlines the learning focus for each term

Learning Outcomes For Key Stage 2

Being me in My world

- Know about children's universal rights (United Nations Convention on the Rights of the Child)
- Know about the lives of children in other parts of the world
- Know that personal choices can affect others locally and globally

Celebrating Differences

- Know that people can hold power over others individually or in a group
- Know that power can play a part in a bullying or conflict situation
- Know that there are different perceptions of 'being normal' and where these might come from
- Know that difference can be a source of celebration as well as conflict

Dreams and Goals

- Know their own learning strengths
- Know what their classmates like and admire about them
- Know a variety of problems that the world is facing
- Know some ways in which they could work with others to make the world a better place

Healthy Me

- Know how to take responsibility for their own health
- Know what it means to be emotionally well
- Know how to make choices that benefit their own health and well-being
- Know that some people can be exploited and made to do things that are against the law
- Know why some people join gangs and the risk that this can involve

Relationships

- Know that it is important to take care of their own mental health
- Know ways that they can take care of their own mental health
- Know the stages of grief and that there are different types of loss that cause people to grieve

Changing Me (Relationships & Sex and Health Education)

- To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- To recognise how I feel when I reflect on the development and birth of a baby.
- To distinguish between healthy and unhealthy sexual behaviour.
- To 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 KS3.

Social & Emotional

- To show good listening skills
- Be able to work co-operatively
- To know how to stand up for themselves when they need to when/if bullied
- To desire to make healthy lifestyle choices
- To recognise ways they can develop their own self-esteem
- To express how they feel about the changes that will happen to them during puberty

Mental well-being

- 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
- To 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.
- To know how to make informed choices and be enterprising and ambitious

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
<p>Autumn 1 Being Me in My World</p>	<ul style="list-style-type: none"> • To recognise my worth and identify positive things about myself and my achievements. • To set personal goals. • To face new challenges positively, make responsible choices and ask for help when I need it. • To understand that my actions affect myself and others and I care about other people’s feelings. • To make responsible choices and try to see things from others’ points of view. • To understand why rules are needed and how they relate to rights and responsibilities. • To know that the school has a shared set of values. • Be able to work cooperatively. 	<ul style="list-style-type: none"> • I can set personal goals. • I can describe how I want to feel when achieving my learning goal. • I can evaluate my own learning process and identify how it can be better next time. • I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. • I can identify things, people and places that I need to keep safe from. • I can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels. • I can tell you about a time when my words affected someone’s feelings and what the consequences were. • I can tell you what a responsible choice is and take action. 	<p>Music</p>

<p>Autumn 2 Celebrating Differences</p>	<ul style="list-style-type: none"> • To understand that everybody's family is different and important to them. • To understand that differences and conflicts sometimes happen among family members. • To know what it means to be a witness to bullying and those witnesses can make the situation better or worse by what they do. • To recognise that some words are used in hurtful ways. • To know that conflict is a normal part of relationships. • To know that some words are used in hurtful ways and that this can have consequences. • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. 	<ul style="list-style-type: none"> • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. • I can explain how some of the actions and work of people around the world help and influence my life. • I can empathise with children whose lives are different to mine and appreciate what I may learn from them. • I can recognize family conflict. • I can tell you how I calm myself down. • I know who to ask for help if I am worried or concern I can tell you what bullying is. • I can tell you who a witness to bullying is. • I can problem-solve a bullying situation with others. • I can tell you about a time when my words affected someone's feelings and what the consequences were. • I can give and receive compliments and know how it feels. 	<p>Music</p>
<p>Spring 1 Dream & Goals</p>	<ul style="list-style-type: none"> • To tell you about a person who has faced difficult challenges and achieved success. • To identify a dream/ambition that is important to me. • To enjoy facing new learning challenges and working out the best way for me to achieve this. • To feel motivated and enthusiastic about achieving a new challenge. • Know that they are responsible for their own learning • Know what an obstacle is and how to take steps to overcome them 	<ul style="list-style-type: none"> • I can tell you about a person who has faced difficult challenges and achieved success. • I can tell you about a challenge I faced and how I managed to overcome it. • I can identify a dream/ambition that is important to me. • I can tell you the best way I can work out to achieve new learning challenges. • I can break down a goal into a number of steps • I can use my strengths as a learner to achieve the challenge. • I can express how being anxious or scared feels. • I can evaluate my own learning process and identify how it can be better next time. 	<p>Music</p>
<p>Spring 2 Healthy Me</p>	<ul style="list-style-type: none"> • To understand how exercise affects my body and know why my heart and lungs are such important organs. • To tell you my knowledge and attitude towards drugs. • To understand that, like medicines, some household substances can be harmful if not used correctly. • Know that there are different types of drugs • Know that some things, places and people can be safe or 	<ul style="list-style-type: none"> • I can understand the benefits of exercise. • I can tell you why my hearts and lungs are such important organs. • I can set myself a fitness challenge. • I can tell you my knowledge and attitude towards drugs. • I can recognize things, people and places that I need to 	<p>Computing - Creating a Power Point presentation on Hazards or/and on the significance of Comic Relief/Children in Need</p>

	<p>unsafe</p> <ul style="list-style-type: none"> • 	<p>keep safe from.</p> <ul style="list-style-type: none"> • I can tell you some strategies for keeping myself safe. • I can tell you who to go to for help. • I can identify some household substances that are harmful and tell you why they are harmful. • Can express how being anxious or scared feels 	<p>Music</p>
<p>Summer 1 Relationships</p>	<ul style="list-style-type: none"> • To identify and put into practice some of the skills of friendship (taking turns, being a good listener). • To know and use some strategies for keeping myself safe. • Understand that they have the right to protect their body from inappropriate and unwanted contact. • To explain how some of the actions and work of people around the world help and influence my life Being a Global Citizen). • To know some strategies for keeping themselves safe • Know that different family members carry out different roles or have different responsibilities within the family • Know that they and all children have rights (UNCRC) • Know how to access help if they are concerned about anything 	<ul style="list-style-type: none"> • I can identify the roles and responsibilities of each member of my family and I can draw a picture to demonstrate this. • I can describe how taking some responsibility in my family makes me feel. • I can identify some skills of friendship. • I can use some strategies for keeping myself safe. • Judge what kind of physical contact is acceptable or unacceptable and how to respond. • I can tell you who I ask for help if I am worried or concerned. • I can explain how some of the actions and work of people around the world help a I can empathise with children whose lives are different to mine and appreciate what I may learn from them. • I can tell you what the 'Convention on the Rights of the Child' is. • I can express my appreciation to my friends and family. 	<p>Music</p>
<p>Summer 2 Changing Me</p>	<ul style="list-style-type: none"> • To understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby. • To understand how babies grow and develop in the mother's uterus. • To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. • I recognise how I feel about these changes happening to me and know how to cope with these feelings. 	<ul style="list-style-type: none"> • I can express how I feel when I see babies or baby animals. • I can draw three pictures in sequence to show changes that happened to me. • I can express how I might feel if I had a new baby in my family. • I can sing a song with my friends. • I can identify how boys' and girls' bodies change during the growing up process. • I can tell you some changes we are going through as part of our puberty. • Can identify stereotypical family roles and challenge 	<p>Science - Life cycles</p> <p>Music</p>

		<p>these ideas, e.g. it may not always be Mum who does the laundry.</p> <ul style="list-style-type: none"> • I recognise how I feel about these changes happening to me and I know to cope with these feelings. • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. • I can identify what I am looking forward to when I am in Year 4. 	
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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.