

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	
Autumn 1 Being Me in My World	<ul style="list-style-type: none"> • To face new challenges positively and know how to set personal goals. • To understand my rights and responsibilities as a British citizen and as a member of my school. • To make choices about my own behaviour because I understand how rewards and consequences feel. • To understand how an individual's behaviour can impact on a group. • To understand how democracy and having a voice benefits the school community and know how to participate in this. • To understand the rights and responsibilities associated with being a citizen in the wider community and my country. • Consider their own actions and the effect they have on themselves and others 	<ul style="list-style-type: none"> • I can identify my hopes for this school year. • I can set personal goals. • I can tell you what my rights are as a British citizen. • I can tell you what my responsibilities are as a British citizen. • I can tell you what empathy is. • I can empathise with people in this country whose lives are different to my own. • I can make choices about my own behaviour because I understand how rewards and consequences feel. • To contribute to the group and understand how we can function best as a whole. 	<p>Music</p> <p>School Council Elections</p>
Autumn 2 Celebrating Differences	<ul style="list-style-type: none"> • To understand that cultural differences sometimes cause conflict. • To understand how rumour-spreading and name-calling can be bullying behaviours. • To compare my life with people in the developing world. • Know that bullying can be direct and indirect and know external forms of support in regard to bullying e.g. Childline • Know what racism is and why it is unacceptable • Know what culture means and develop respect for cultures different from their own 	<ul style="list-style-type: none"> • I can share some of the aspects of my culture with the members of my class. • I can recognise and talk about cultural differences. • I can share my ideas about what aspects of people's culture I think may cause conflict. • I can tell you what racism is and why racist words are totally unacceptable. • I can recognise ways to manage my feelings in bullying situations. • I can suggest ways to problem-solve a bullying situation. • I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own. 	<p>Music</p>

		<ul style="list-style-type: none"> • I respect my own and other people's cultures. • I can identify their own attitudes about people from different faith and cultural backgrounds 	
Spring 1 Dream & Goals	<ul style="list-style-type: none"> • To understand that I will need money to help me achieve some of my dreams. • To understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. • Know the types of job they might like to do when they are older • Appreciate the differences between themselves and someone from a different culture 	<ul style="list-style-type: none"> • I can tell you what my dream is when I grow up. • I can share my ideas about the importance of money when trying to achieve my dreams. • I can write about my feelings and describe the dream I have for myself when I grow up. • I can talk about different jobs and their importance. • I can tell you what motivates me and what I need to do to achieve it. • I can research about a job using the internet. • I can describe the dreams and goals of young people in a culture different to mine. • I can tell you why communicating with someone in a different culture is important. • I can tell you ways we might support each other, e.g. through sponsorship, charity. 	Music Creating a Power Point presentation about 'My Ideal Job' or/and on the significance of Comic Relief/Children in Need.
Spring 2 Healthy Me	<ul style="list-style-type: none"> • To know the health risks of smoking and can tell you how tobacco affects the lungs, the liver and heart. • To know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and the heart. • To know what makes a healthy lifestyle including healthy eating • Know basic emergency procedures, including the recovery position and how to get help in emergency situations • To know about the dangers from media, social media and celebrity culture and body image • To know that people can develop eating problems/disorders related to body image pressure 	<ul style="list-style-type: none"> • I can tell you how tobacco affects the lungs, liver and heart. • I can make an informed decision about whether or not I choose to smoke. • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. • I can tell you what alcohol misuse is. • I can tell you what anti-social behaviour is. • I can explain recovery position. • I can tell you how to keep myself calm in emergency situations. 	Computing - Creating a Power Point presentation on Hazards or/and on the significance of Comic Relief/Children in Need Music

		<ul style="list-style-type: none"> 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. 	
Summer 1 Relationships	<ul style="list-style-type: none"> To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. To recognise how friendships change, to know how to make new friends and how to manage when I fall out with my friends. To understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. To understand how to stay safe when using technology to communicate with my friends. To know that there are rights and responsibilities in an online community or social network. To know that there are rights and responsibilities when playing a game online. To know that too much screen time isn't healthy. 	<ul style="list-style-type: none"> I can tell you what my characteristics and personal qualities are. I can tell you how to build self-esteem. I can recognise how friendships change and how to make new friends. I can tell you how to manage when I fall out with my friends. To tell you what having a boyfriend/girlfriend might mean. I can recognise the feeling of jealousy, where it comes from and how to manage it. I can share my ideas about the pros and cons of modern technology. I can explain the Smart rules about how to stay safe on the internet. I can identify when an online community/social media group feels risky, uncomfortable, or unsafe I can suggest strategies for managing unhelpful pressures online or in social networks 	Music English / Science – Debate on vegetarianism
Summer 2 Changing Me	<ul style="list-style-type: none"> To be aware of my own self-image and how my body image fits into that. To explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally. To understand that sexual intercourse can lead to conception and that is how babies are usually made. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise that puberty is a natural process that happens to everybody and that it will be OK for them and express how I feel about the changes that will happen to me during puberty. 	<ul style="list-style-type: none"> I can reflect on my self- image. I can talk about the aspects of my self-image that make me happy or unhappy. I can tell you what menstruation/having a period means for girls. I can express how I feel about the changes that will happen to me during puberty. I can express how I feel about the changes that will happen to me during puberty. I am confident that I can cope with the changes that growing up will bring. I can identify what I am looking forward to when I am in Year 6. I can describe how boys' and girls' bodies change during puberty. I can explain what sexual harassment is. 	Science - Life cycles Music

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.