

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	
<b>Autumn 1 Being Me in My World</b>	<ul style="list-style-type: none"> <li>• To identify my goals for this year, to understand my fears and worries about the future and know how to express them.</li> <li>• To know that there are universal rights for all children but for many children these rights are not met. (United Nations Convention on the Rights of the Child)</li> <li>• To know about the lives of children in other parts of the world.</li> <li>• To understand that my actions affect people locally and globally.</li> <li>• To make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</li> <li>• To understand how democracy and having a voice benefits the school community.</li> <li>• Be able to compare their life with the lives of those less fortunate</li> <li>• Demonstrate empathy and understanding towards others</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify my goals for this year.</li> <li>• I understand my fears and worries about the future and know how to express them.</li> <li>• I understand my own wants and needs and can compare these with children in different communities.</li> <li>• I can explain what Maslow's triangle means.</li> <li>• I can contribute to the group and understand how we can function best as a whole.</li> <li>• I can role-play with my friends.</li> <li>• I can tell you why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</li> <li>• Can demonstrate attributes of a positive role-model</li> </ul>	<p>Music</p> <p>School Council Elections</p>
<b>Autumn 2 Celebrating Differences</b>	<ul style="list-style-type: none"> <li>• To understand there are different perceptions about what normal means.</li> <li>• To understand how having a disability could affect someone's life.</li> <li>• To explain some of the ways in which one person or a group can have power over another.</li> <li>• To know some of the reasons why people use bullying behaviours.</li> <li>• To explain ways in which difference can be a source of conflict and a cause for celebration.</li> <li>• Know that people can hold power over others individually or in a group and can play a part in a bullying or conflict situation</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Identify feelings associated with being excluded</li> </ul>	<ul style="list-style-type: none"> <li>• I can empathise with people who are living with disabilities.</li> <li>• I can tell you how it can feel to be excluded or treated badly by being different in some way.</li> <li>• 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.</li> <li>• I can problem-solve bullying through role-play.</li> <li>• I appreciate people for who they are.</li> <li>• I can use the internet to research information.</li> <li>• I can show empathy with people in either situation.</li> </ul>	<p>Music</p>

	<ul style="list-style-type: none"> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> </ul>		
<b>Spring 1 Dream &amp; Goals</b>	<ul style="list-style-type: none"> <li>• To know my learning strengths and set challenging but realistic goals for myself.</li> <li>• To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</li> <li>• To identify problems in the world that concerns me and talk to other people about them.</li> <li>• To know a variety of problems that the world is facing.</li> <li>• To know some ways to work with others to make the world a better place.</li> <li>• To know what some people in my class like or admire about me and accept their praise.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you why it is important to stretch the boundaries of my current learning.</li> <li>• I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</li> <li>• I can share ideas with my friends.</li> <li>• I can work cooperatively in a group.</li> <li>• I can empathise with people who are suffering or who are living in difficult situations.</li> <li>• I can give praise and compliments to other people when I recognise their contributions and achievements.</li> </ul>	<b>Music</b>  Creating a Power Point presentation about 'My Ideal Job' or/and on the significance of Comic Relief/Children in Need.
<b>Spring 2 Healthy Me</b>	<ul style="list-style-type: none"> <li>• To know the impact of food on the body: creating energy, giving comfort and altering mood.</li> <li>• To know about different types of drugs and their uses and their effects on the body, particularly the liver and the heart.</li> <li>• To evaluate when alcohol is being used responsibly, anti-socially or being misused.</li> <li>• To put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.</li> <li>• To know how to make choices that benefits their own health and well-being.</li> <li>• To know that some people can be exploited and made to do things that is against the law and know strategies to manage this</li> <li>• To know why some people join gangs and the risk that this can involve.</li> </ul>	<ul style="list-style-type: none"> <li>• I am motivated to give my body the best combination of food for my physical and emotional health.</li> <li>• I can tell you about the harmful effects of drugs.</li> <li>• I can tell you how I feel about using alcohol when I am older and my reasons for this.</li> <li>• I can explain the effects of alcohol through role play.</li> <li>• I can tell you how to keep myself safe to avoid emergencies.</li> <li>• I can explain how to deal with emergencies if they happen.</li> <li>• I can tell you how to help myself feel emotionally healthy.</li> <li>• I can recognise when I need help with this.</li> <li>• I can use different strategies to manage stress and pressure.</li> </ul>	Computing - Creating a Power Point presentation or Class Debate on Alcohol & Drug Awareness or/and on the significance of Comic Relief/Children in Need  Music

<p><b>Summer 1</b> <b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• To identify the most significant people to be in my life so far.</li> <li>• To know some of the feelings we can have when someone dies of leaves.</li> <li>• To understand that there are different stages of grief and different types of loss that causes people to grieve.</li> <li>• To recognise when people are trying to gain power or control.</li> <li>• To use technology positively and safely to communicate with my friends and family.</li> <li>• To know that it is important to take care of my own mental health.</li> <li>• To know ways that I can take care of my own mental health.</li> <li>• To recognise that people can have problems with their mental health and that it is nothing to be ashamed of</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you who is special to me and why.</li> <li>• I can use some strategies to manage feelings associated with loss and can help other people to do so.</li> <li>• I can write about people experiencing the cycle of grief.</li> <li>• I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</li> <li>• I can recognise when people are trying to gain power or control.</li> <li>• I can take responsibility for my own safety and well-being.</li> <li>• I can recognise cyberbullying.</li> <li>• I can suggest various plans to prevent cyberbullying.</li> <li>• I can tell you who to ask for help.</li> <li>• I can take responsibility for my own safety and well-being, including online</li> </ul>	<p><b>Music</b></p> <p><b>English / Science – Debate on vegetarianism</b></p>
<p><b>Summer 2</b> <b>Changing Me</b></p>	<ul style="list-style-type: none"> <li>• To be aware of my own self-image and how my body image fits into that.</li> <li>• To explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>• To ask questions I need answered about changes during puberty.</li> <li>• To describe how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>• To can recognise how I feel when I reflect on the development and birth of a baby.</li> <li>• To distinguish between healthy and unhealthy sexual behaviour.</li> <li>• To recognise ways they can develop their own self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you how to develop my own self esteem.</li> <li>• I can express how I feel about the changes that will happen to me during puberty.</li> <li>• I recognise how I feel when I reflect on the development and birth of a baby.</li> <li>• I can use the key vocabulary correctly to explain the process of conception to birth.</li> <li>• I can express how I feel about the growing independence of becoming a teenager.</li> <li>• I can prepare myself emotionally for starting secondary school.</li> <li>• I can tell you what I am looking forward to about secondary school.</li> </ul>	<p>Science - Life cycles</p> <p>Music</p>

**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.