

A Guide to PSHCE at Carlinghow Academy



This document outlines the expectations of how we teach and monitor PSHCE at Carlinghow Academy: progression across year groups and consistency across school. It should be read in conjunction with the PSHCE section under learning on the website.



Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

This PSHCE guide explains how the PSHCE curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.



PSHCE

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Why teach PSHCE?

PSHCE 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.

An important element in the education of young people is preparation for the adult world and high on the list of priorities is the development of strategies that will promote their wellbeing and keep them safe. They must learn to identify the various hazards of life and show a clear awareness of how to assess and manage its various risks.

These risks will include areas such as extremism, new technology, substance misuse, knives, gangs, water, fire, home, road and railway safety.

In addition to general management of risk, pupils also need an understanding that life has a range of greater responsibilities. These will include the development of healthy relationships, parenting skills and the consequences of teenage pregnancy; how to respond to an emergency and the influence of the media on lifestyle.

Other areas of guidance will include how to manage bereavement, separation and divorce, bullying and abuse in its various forms, and preparation for the world of work and the management of personal finance.

All of these life skills can effectively form part of a well-developed PSHE (Personal, Social, Health and Economic) education curriculum that will ensure that young people are fully prepared to cope with the many pressures that life has in store for them.

PSHCE education is compulsory in independent schools, and the majority of the subject is now compulsory in all schools (including maintained, academies and free schools) from September 2020.

The long term plan ensures that at Carlinghow Academy all the elements of PSHCE are taught and are taught effectively.

At Carlinghow Academy we teach PSHCE through the Jigsaw programme alongside and through assemblies.

Jigsaw is designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing well-structured, progressive lesson plans with all teaching resources included.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

When teaching Jigsaw the school marking policy should be followed and knowledge organisers stuck at the front of each section. Children's presentation

Assessment: The expectation is that all PSHCE will be assessed using the target tracker statements at the end of each term, however you can add assessments for all statements after each session or at regular intervals throughout the term.

Monitoring: The Subject leader will monitor PSHCE through use of Target Tracker data. Lesson observations, book scrutiny, pupil voice and through discussions with teachers. This will be done as per the monitoring schedule and teachers will be advised in advance of these actions.

Celebrating Differences								
Autumn 2	Assembly Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Accept that Everyone is different	My body	The same as...	Boys and girls	Families	Judging by appearances	Different cultures	Am I normal?
	Include others when working and playing	Respecting my body	Different from...	Boys and girls	Family conflict	Understanding influences	Racism	Understanding disability
	Knowing how to help if someone is being bullied	Growing up	What is bullying?	Why does bullying happen?	Witness and feelings	Understanding bullying	Rumours & name calling	Power struggles
	Try to solve problems	Growth and change	What do I do about bullying?	Standing up for myself and others	Witness and solutions	Problem solving	Types of Bullying	Why bully
	Try to use kind words	Fun and fears	Making new friends	Making a new friend	Words that harm	Special me	Does money matter?	Celebrating differences
	Know how to give and receive compliments	Celebration	Celebrating differences; celebrating me	Celebrating differences and still being friends	Celebrating difference: compliments	Celebrating differences how we look	Celebrating differences across the world	Celebrating differences

Dreams & Goals								
Spring 1	Assembly Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Stay motivated when doing something challenging	My family and me!	My treasure chest of success	Goals to success	Dreams and goals	Hopes and dreams	When I grow up (my dream lifestyle)	Personal Learning Goals
	Keep trying even when it is difficult	Make friends never break friends 1	Steps to goals	My learning strengths	My dreams and ambitions	Broken dreams	Investigate jobs and careers	Steps to success
	Work well with a partner or in a group	Make friends never break friends 2	Achieving together	Learning with others	A new challenge	Overcoming disappointment	My dream job. Why I want it and the steps to get there	My dream for the world
	Have a positive attitude	Falling out and bullying 1	Stretchy Learning	A group challenge	Our new challenge	Creating new dreams	Dreams and goals of young people in other cultures	Helping to make a difference
	Help others to achieve their goals	Falling out and bullying 2	Overcoming obstacles	Continuing our group challenge	Our new challenge (overcoming obstacles)	Achieving goals	How can we support each other?	Helping to make a difference
	We are working hard to achieve our own dreams and goals.	Being the best friend we can be	Celebrating my success	Celebrating our achievement	Celebrating my learning	We did it!	Rallying support	Recognising our achievements

Healthy Me								
Spring 2	Assembly Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can make a healthy choice	Everybody's body	Being healthy	Being healthy	Being fit and healthy	My friends and me	Smoking	Food
	I have eaten a healthy balanced diet	We like to move it move it!	Healthy choices	Being relaxed	Being fit and healthy	Group dynamics	Alcohol	Drugs
	I have been physically active	Food glorious food	Clean and healthy	Medicine safety	What do I know about drugs?	Smoking	Emergency Aid	Alcohol
	I have tried to keep myself and others safe	Sweet dreams	Medicine safety	Health Eating	Being Safe	Alcohol	Body Image	Emergency Aid
	I know how to be a good friend and enjoy healthy relationships	Keeping clean	Road Safety	Healthy eating	Being safe at home	Healthy Friendships	My relationship with food	Emotional and Mental Health
	I know how to keep calm and deal with difficult situations	Stranger danger	Happy, happy me	The healthy me cafe	My amazing body	Celebrating my inner strengths	Healthy me	Managing Stress

Relationships								
Summer 1	Assembly Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I know how to make friends	My family and me!	Families	Families	Family roles and responsibilities	Relationship web	Recognising me	My relationship web
	I try to solve friendship problems when they occur	Make friends, never break friends! 1	Making friends	Keeping safe – exploring physical contact	Friendship	Love and loss	Getting on and falling out	Love and loss 1
	I can help others to feel part of a group	Make friends, never break friends! 2	Greetings	Friends and conflict	Keeping myself safe	Memories	Girlfriends and boyfriends	Love and loss 2
	I can show respect in how I treat others	Falling out and bullying 1	People who help us	Secrets	Being a Global citizen 1	Are animals special?	Girlfriends and boyfriends	Power and control
	I know how to help myself and other when we feel upset or hurt	Falling out and bullying 2	Being my own best friend	Trust and appreciation	Being a Global citizen 2	Special pets	Relationships and technology	Being safe with technology 1
	I know and can show what makes a good relationship	Being the best friend we can be	Celebrating my special relationship	Celebrating my special relationships	Celebrating my web of relationships	Celebrating my relationship with people and animals	Relationships and technology	Being safe with technology 2

Changing Me								
Summer 2	Assembly Theme	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I understand that everyone is unique and special	My body	Life cycles	Life cycles in nature	How babies grow	Unique me	Self and body image	My self-image
Invacuation Assembly	I can express how I feel when change happens	Respecting my body	Changing me	Growing from Young to old	Babies	Having a baby	Puberty for girls	Puberty
	I understand and respect the changes that I see in myself	Growing up	My changing body	The changing me	Outside body changes	Girls and puberty	Puberty for boys	Girl Talk/boy talk
School Diversity Week	I understand and respect the changes that I see in other people	Growth and change	Boys' and Girls' bodies	Boys' and Girls' bodies	Inside body changes	Circles of change	Conception	Babies – conception to birth
	I know who to ask for help if I am worried about change	Fun and fears	Learning and growing	Assertiveness	Family stereotypes	Accepting change	Looking ahead	Attraction
We need you! School Roles from Sept 2021	I am looking forward to change	Celebration	Coping with changes	Looking ahead	Looking ahead	Looking ahead	Looking ahead to Y6	Transition to secondary school
	We are looking forward to change (link to end of year assembly/transition day)							

PSHCE Long Term	Autumn 1 Being me in my World	Autumn 2 Celebrating Differences	Spring 1 Dreams & Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changes
EYFS	<p>I am confident to try new activities</p> <p>I can adjust my behaviour to different situations, and take changes of routine in my stride</p> <p>I can work as part of a group or class, and understand and follow the rules</p> <p>I can talk about my own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</p>	<p>I can play nicely with my friends, I am aware of my friends needs and feelings. I have made good friendships with other children and the grown-ups.</p> <p>I can talk about what I like doing and why, I can talk within a familiar group and share my own ideas. I can select resources independently and I can ask for help.</p> <p>I can work as part of my group/class. I understand and follow the rules and I can adjust my behaviour appropriately to different situations.</p>	<p>I can take account of others ideas about how to organise an activity.</p> <p>I am confident to speak in a familiar group about my ideas and choose resources I need.</p> <p>I can show my sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>I can work as part of a group or class and understand how to follow the rules.</p> <p>I can talk about my own and others behaviour and the consequences, and know that some behaviours are unacceptable</p>	<p>I know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe.</p> <p>I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>I am confident to try new activities, and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group, will talk about my ideas, and will choose resources I need for my chosen activity. I can say when I do or don't need help.</p> <p>I can play co-operatively, taking turns with others. I can take account of one another's ideas about how to organise an activity.</p> <p>I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>I can talk about how I and others show feelings, talk about my own and others behaviour and its consequences, and know that some behaviour is unacceptable.</p> <p>I can work as part of a group or class and understand and follow the rules. I can adjust my behaviour to different situations and take changes of routine in my stride</p>	<p>I am confident to speak in a familiar group, and will talk about my ideas</p> <p>I can work as part of a group or class and understand and follow the rules</p> <p>I can show sensitivity to others needs and feelings, and form positive relationships with adults and other children</p> <p>I can talk about how I and others show feelings</p>

<p>Year 1</p>	<p>I feel safe and special in my class</p> <p>I know that I belong to my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my view are callused and can contribute to the learning Charter</p> <p>I can recognise the choices I made and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>I can tell you some ways in which I am the same as people in my class.</p> <p>I can tell you some ways in which I am different from people in my class.</p> <p>I can tell you what bullying is</p> <p>I know some people I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p>	<p>I can set simple goals and identify my successes and achievements.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can identify obstacles and work out how to overcome them.</p> <p>I can tell you how I feel when I succeed and how I celebrate this</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise the qualities as a person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about the change that have happened in my life</p>
<p>Year 2</p>	<p>I can identify some of my hopes and fears for this year</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can make my class a safe and fair place</p> <p>I can listen to other people and contribute my own</p>	<p>I am starting to understand that sometimes people make assumptions about boy and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can persevere when I find tasks difficult</p> <p>I can recognise who I can and can't work with</p> <p>I can work co-operatively in a group and create an end product</p> <p>I can explain some ways I can work co-operatively in a group</p>	<p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p>	<p>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 co-operate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p>

	<p>ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>		<p>I know how to share success with others</p>	<p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Y3</p>
Year 3	<p>I recognise my worth and can identify positive things about myself and my achievements</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about others feelings</p> <p>I can make responsible choices and take action</p> <p>I understand my action affect others and try to see things from their point of view</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can tell you about someone who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition this is important to me</p> <p>I can break down a goal into a number of steps and know how others could help me</p> <p>I know that motivation and enthusiasm are strengths which will help me achieve a challenge</p> <p>I can recognise obstacles and manage my feelings of frustration</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females</p> <p>I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives my by different</p>	<p>I 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</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the</p>

					<p>I know how to express my appreciation to my family and friends.</p>	<p>growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I am in Y4</p>
Year 4	<p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community and the role they play and how I fit in</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others; I care about the other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand that sometimes we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that bullying is sometimes hard to spot and what to do if I think it is going on</p> <p>I know some ways to problem solve a situation with others</p> <p>I can identify what is special about me and the ways I am unique</p> <p>I can tell you why it is good to accept people for who they are</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I understand how disappointment feels</p> <p>I know some ways to cope with disappointment and how to support others</p> <p>I know what it means to be resilient and have a positive attitude</p> <p>I know how to work out the steps to achieve a goal and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to achieve</p>	<p>I can recognise how different friendships groups are formed, how I fit into them and the friends I value the most</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, eg. Leader, follower, and understand the roles I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	<p>I can identify the web of relationships that I am part of, starting from those closed to me and including those more distant</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I know longer see</p> <p>I can explain different points of view on an animal rights issue</p> <p>I understand how people feel when they love a special pet</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adults, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of</p>

				<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>		<p>my control and that I learn to accept</p> <p>I can identify what I am looking forward to when I am in Y5</p>
Year 5	<p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a British Citizen and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I understand that cultural differences sometimes cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumour –spreading and name-calling can be bullying behaviours</p> <p>I can explain the differences between direct and indirect bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can enjoy the experience of a culture other than my own</p>	<p>I understand that I will need money to help me achieve some dreams</p> <p>I know a range of jobs and what people earn in different jobs</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I appreciate the similarities and differences between myself and young people in different cultures</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know I can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I am in Y6</p>

				I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy		
Year 6	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people local and globally</p> <p>I can 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</p>	<p>I understand there are different perceptions about what normal means</p> <p>I understand how having a disability could affect someone's life</p> <p>I can explain some ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict or celebration</p>	<p>I know my learning strengths and can set realistic goals for myself</p> <p>I can set a success criteria and know when I have reached my goal</p> <p>I can identify problems in the world and talk to others about them</p> <p>I can work with other to help make the world a better place</p> <p>I can describe some ways in which I can work with others to make a difference</p> <p>I can give praise and compliments to myself and others when I recognise our achievements/contributions</p>	<p>I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (e.g. The recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse</p>	<p>I can identify the most significant people to be in my life so far</p> <p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of losses that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of relationships</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>

Special Days Calendar

British Values/SMSC/ PSHE Special Days Calendar 2020 /2021

 British Values / SMSC – All groups to encounter/contribute.

 PSHE – All groups to encounter/contribute.

All other dates are relevant and aspirational to encounter to ensure comprehensive coverage of topics.

Month		Event	SMSC	Aim
AUTUMN TERM 2020				
September	10th	World First Aid Day	Moral Social	Encourage respect for other people and how we can contribute positively to society.
	15th	International Day of Democracy	Moral Social	To encourage a respect for democracy – freedom, respect and human rights.
	16 th - 20th	Jeans for Genes Day Genetic Conditions Awareness.	Moral Social	To develop an understanding of how we can support others. Encourage respect for other people.
	25 th	National Doodle Day Epilepsy Awareness	Spiritual Moral Social	To develop an understanding of how we can support others. Encourage respect for other people.
October	1st	National Poetry Day – Theme is Vision.	Spiritual	Enable students to develop their self-knowledge, self-esteem and self-confidence through writing poetry.
	4th	Harvest Festival	Social Moral Cultural	Enable students to acquire an appreciation for and respect for their own and other cultures. To develop an understanding of how we can support others.
	10th	World Mental Health Day	Spiritual Social	To increase awareness about the importance of mental health, mental health services, and mental health workers worldwide. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
	16th	Show Racism the Red Card. Wear Red Day.	Cultural Moral	To promote tolerance and harmony between different cultures.
	19th	Culture Week.	Cultural	Theme to be confirmed
November	5th	Guy Fawkes Night	Cultural Spiritual Social	To understand events in our history that shaped Britain. To develop an understanding of how to stay safe.

British Values/SMSC/ PSHE Special Days Calendar 2020 /2021

British Values / SMSC – All groups to encounter/contribute.

PSHE – All groups to encounter/contribute.

All other dates are relevant and aspirational to encounter to ensure comprehensive coverage of topics.

	20th	International Day of Happiness	Moral Social	The UN calls upon countries to approach public policies in ways that improve the well-being of all people.
April	2nd	World Autism Awareness Day	Social	To develop an understanding of how we can support others. Encourage respect for other people.
	4th April	Easter Sunday	Cultural Spiritual	To understand the true meaning of Easter. To understand how Christians celebrate Easter
SUMMER TERM 2021				
May	9 th - 15th	Christian Aid Week	Spiritual Moral Social Cultural	To join the fight against poverty around the world. To raise awareness about the importance of intercultural dialogue, diversity and culture. To combat stereotypes to improve understanding and cooperation among people from different cultures.
	21st	World Day for Cultural Diversity	Social Moral Cultural	To enhance understanding and acceptance of different cultures. To deepen understanding of the values of cultural diversity and to learn to "live together" better.
June	5th	World Environmental Day	Moral	To raise global awareness and to encourage children to take positive environmental action to protect nature and the planet Earth.
	8 th	World Oceans Day	Moral	To raise global awareness and to encourage children to take positive environmental action to protect nature and the planet Earth.
	26th	Armed Forces Day		

The documents below outline where British values are taught in the jigsaw scheme of learning.

Being Me in My World

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓		✓	
5	✓	✓	✓		
6	✓	✓		✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	✓
2	✓		✓	✓	
3	✓				
4	✓	✓	✓	✓	
5	✓				
6	✓				

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2	✓	✓	✓		✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Celebrating Difference

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4				✓	✓
5				✓	✓
6	✓	✓	✓	✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3			✓	✓	✓
4				✓	✓
5				✓	✓
6				✓	✓

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3				✓	✓
4	✓	✓	✓		
5				✓	
6				✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2					✓
3		✓	✓	✓	✓
4			✓	✓	✓
5		✓	✓	✓	✓
6			✓	✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1					✓
2			✓	✓	✓
3		✓		✓	
4		✓		✓	✓
5			✓	✓	
6				✓	✓

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓		✓	✓
2	✓	✓	✓	✓	✓
3		✓	✓	✓	✓
4		✓			✓
5	✓		✓	✓	✓
6	✓			✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3	✓	✓	✓		✓
4		✓	✓		✓
5				✓	✓
6	✓	✓	✓	✓	✓

Dreams and Goals

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3			✓		
4				✓	
5	✓				
6				✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3	✓			✓	✓
4			✓		
5			✓	✓	
6			✓	✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓	✓	
3	✓			✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓			✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓		
3			✓	✓	
4			✓	✓	
5			✓	✓	
6			✓	✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2				✓	
3			✓		
4			✓	✓	
5	✓		✓	✓	✓
6	✓			✓	✓

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓		
2	✓				✓
3			✓	✓	
4				✓	✓
5	✓			✓	✓
6	✓		✓	✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3				✓	✓
4	✓			✓	✓
5	✓			✓	✓
6	✓			✓	✓

Healthy Me

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2			✓	✓	
3			✓		
4			✓	✓	✓
5				✓	
6		✓	✓	✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓		
3			✓		
4		✓			
5		✓			
6			✓	✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3		✓	✓		
4			✓		
5			✓		
6			✓	✓	

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	
3		✓	✓	✓	✓
4		✓	✓		✓
5		✓	✓		
6			✓	✓	

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2	✓		✓	✓	✓
3	✓		✓		✓
4	✓		✓		✓
5			✓	✓	✓
6	✓	✓	✓		

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2		✓	✓	✓	✓
3				✓	✓
4	✓		✓	✓	✓
5			✓		✓
6			✓		✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2		✓	✓		
3		✓	✓	✓	
4			✓		
5				✓	✓
6					✓

Relationships

F1/2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	
2			✓	✓	
3				✓	✓
4		✓	✓	✓	✓
5			✓	✓	✓
6				✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2		✓	✓	✓	✓
3			✓	✓	✓
4	✓	✓			
5				✓	✓
6				✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2		✓	✓	✓	✓
3	✓			✓	✓
4		✓	✓	✓	
5			✓	✓	
6				✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2	✓	✓	✓	✓	✓
3			✓	✓	
4	✓	✓			✓
5	✓		✓	✓	✓
6				✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3				✓	✓
4		✓	✓	✓	✓
5					✓
6			✓	✓	✓

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2			✓	✓	✓
3			✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2					✓
3					✓
4	✓		✓	✓	✓
5	✓	✓	✓	✓	✓
6		✓	✓	✓	✓

Knowledge organiser example



Dreams and Goals



Key Skills	SA	TA
I can tell you about some of my hopes and dreams	● ● ●	● ● ●
I understand that sometimes hopes and dreams do not come true and that this can hurt	● ● ●	● ● ●
I know that reflecting on positive and happy experiences can help me to counteract disappointment	● ● ●	● ● ●
I know how to make a new plan and set new goals even if I have been disappointed	● ● ●	● ● ●
I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	● ● ●	● ● ●
I can identify the contributions made by myself and others to the group's achievement	● ● ●	● ● ●



Learning to Learn

What do you do when things go wrong?
 Try it again and move along
 Starting again will make you strong just
 Don't give up.
 Don't give up
 Chorus
 Learning to Learn, solving your problems
 Learning to learn just what to do.
 Learning to Learn, try different answers
 Stay calm and try to think things through.
 Try it again you'll be surprised
 That you know more than you realised
 You'll find the plan that you've devised will
 Be a hit, a perfect fit!



Vocabulary

Dream

Hope

Goal

Feeling

Determination



Example of 'Changing me' unit letter.

Dear Parent/Carers,

Jigsaw lessons since September have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the 'Jigsaw' friends and 'Calm Me' time.

During the final term the children look at 'Changing Me' within their PHSCE lessons.

The following areas will be taught this term

Year	What is covered in the 'Change Me' Unit:	
Reception	Growing up	How we have changed since we were babies
Year 1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Year 2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls - how do we feel about them? Which parts of me are private?
Year 3	Inside and outside body changes	How our bodies need to change so they can make babies when we grow up - inside and outside changes and how we feel about them
Year 4	Having a baby	The choice to have a baby, the parts of men and women that make babies and - in simple terms - how this happens
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult - including menstruation
Year 5	Puberty for girls	Physical changes and feelings about them - importance of looking after yourself
	Puberty for boys	Developing understanding of changes for both sexes - reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk / boy talk	A chance to ask questions and reflect (single sex)
	Conception to birth	The story of pregnancy and birth

We hope you will be in agreement with us that this work is vitally important for children and that it needs to be delivered age-appropriately. The Jigsaw scheme gives us a secure framework in which to do this.

Although we do not need consent for these sessions we understand that some of you may wish to speak to a teacher regarding this theme. Please be assured that when teaching PHSCE we follow the government guidelines and always teach subjects impartially and sensitively.

If you do wish to speak to your class teacher regarding the 'Changing Me' topic please contact the office and make a telephone appointment.