



PSHE Overview and Pedagogy  
2021/22

<p>Our curriculum provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Each unit is progressive and builds on learning to ensure that children can establish and maintain good relationships in life. We strive to improve our children's capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances.</p>				
<p>See progression documents to see how learning builds on KS1 and beyond KS2</p>				
	Year 3	Year 4	Year 5	Year 6
INTENT	<p><b>Being me in My World</b>            Planning the forthcoming year            Being a citizen            Rights and responsibilities            Rewards and consequences            How behaviour affects groups            Democracy, having a voice, participating</p>	<p><b>Being me in My World</b>            Being part of a class team            Being a school citizen            Rights, responsibilities and democracy (school council)            Rewards and consequences            Group decision-making            Having a voice            What motivates behaviour</p>	<p><b>Being me in My World</b>            Planning the forthcoming year            Being a citizen            Rights and responsibilities            Rewards and consequences            How behaviour affects groups            Democracy, having a voice, participating</p>	<p><b>Being me in My World</b>            Identifying goals for the year            Global citizenship            Children's universal rights            Feeling welcome and valued            Choices, consequences and rewards            Group dynamics            Democracy, having a voice            Anti-social behaviour            Role-modelling            Values Vs Violence</p>
	Year 3 Vocabulary Consolidate KS1	Year 4 Vocabulary Consolidate KS1 & Yr 3	Year 5 Vocabulary Consolidate KS1, Yrs 3 & 4	Year 6 Vocabulary Consolidate KS1 & KS2
	<p>Welcome, <b>Valued</b>, <b>Achievements</b>, Pleased, <b>Personal Goal</b>, Acknowledge, <b>Affirm</b>, <b>Emotions</b>, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, <b>Fairness</b>, <b>Group Dynamics</b>, Team Work, View Point, Ideal School, Belong</p>	<p>Included, <b>Excluded</b>, Role, Job Description, School <b>Community</b>, <b>Democracy</b>, <b>Democratic</b>, Decisions, <b>Voting</b>, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, <b>Empathy</b>, Comparison, Opportunities, Education, Empathise, <b>Obstacles</b>, <b>Co-operation</b>, Collaboration, Legal, Illegal, Lawful, Laws, <b>Participation</b>, <b>Motivation</b>, Decision</p>	<p>Challenge, Goal, Attitude, <b>Citizen</b>, Views, Opinion, <b>Collective</b></p>
	<p><b>Celebrating Difference</b>            Families and their differences            Family conflict and how to manage it (child-centred)            Witnessing bullying and how to solve it            Recognising how words can be hurtful            Giving and receiving compliments</p>	<p><b>Celebrating Difference</b>            Challenging assumptions            Judging by appearance            Accepting self and others            Understanding influences            Understanding bullying            Problem-solving            Identifying how special and unique everyone is            First impressions</p>	<p><b>Celebrating Difference</b>            Cultural differences and how they can cause conflict            Racism            Rumours and name-calling            Types of bullying            Material wealth and happiness            Enjoying and respecting other cultures            PREVENT visit</p>	<p><b>Celebrating Difference</b>            Perceptions of normality            Understanding disability            Power struggles            Understanding bullying            Inclusion/exclusion            Differences as conflict, difference as celebration            Empathy</p>
	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, <b>Solutions</b>, <b>Resolve</b>, <b>Witness</b>, Bystander, Bullying, Gay, Feelings,</p>	<p><b>Character</b>, <b>Judgement</b>, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, <b>Bystander</b>, Witness, Problem-solve, <b>Cyber bullying</b>,</p>	<p><b>Culture</b>, <b>Conflict</b>, Similarity, Belong, Culture Wheel, Racism, Colour, Race, <b>Discrimination</b>, Ribbon, Rumour, Name-calling, <b>Racist</b>, Homophobic, Cyber bullying, Texting, Problem</p>	<p>Normal, Ability, <b>Disability</b>, Visual impairment, Empathy, <b>Perception</b>, Medication, Vision, Blind, <b>Diversity</b>, <b>Transgender</b>, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power,</p>



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Tell, <b>Consequences</b> , Hurtful, <b>Compliment</b> ,	Text message, Website, Troll, Physical features, <b>Impression</b> , Changed	solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Struggle, Imbalance, <b>Harassment</b> , Direct, Indirect, Argument, <b>Recipient</b> , Para-Olympian, Achievement, <b>Accolade</b> , <b>Perseverance</b> , Sport, Admiration, Stamina, Celebration
<b>Dreams &amp; Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	<b>Dreams &amp; Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<b>Dreams &amp; Goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Dreams &amp; Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
<b>Year 3 Vocabulary</b> Consolidate KS1	<b>Year 4 Vocabulary</b> Consolidate KS1 & Yr 3	<b>Year 5 Vocabulary</b> Consolidate KS1, Yrs 3 & 4	<b>Year 6 Vocabulary</b> Consolidate KS1 & KS2
<b>Perseverance</b> , <b>Challenges</b> , Success, Obstacles, Dreams, Goals, <b>Ambitions</b> , Future, <b>Aspirations</b> , Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, <b>Evaluate</b>	Hope, <b>Determination</b> , <b>Resilience</b> , Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, <b>Commitment</b> , <b>Enterprise</b>	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, <b>Profession</b> , Money, <b>Salary</b> , <b>Contribution</b> , <b>Society</b> , Determination, <b>Motivation</b> , Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, <b>Global</b> issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, <b>Contribution</b> , <b>Recognition</b>
<b>Healthy Me</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	<b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
<b>Year 3 Vocabulary</b> Consolidate KS1	<b>Year 4 Vocabulary</b> Consolidate KS1 & Yr 3	<b>Year 5 Vocabulary</b> Consolidate KS1, Yrs 3 & 4	<b>Year 6 Vocabulary</b> Consolidate KS1 & KS2
Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart,	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader,	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure,	Responsibility, <b>Immunisation</b> , Prevention, Drugs, Effects, Prescribed, <b>Unrestricted</b> , Over-



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<p>Fitness, Labels, Sugar, Fat, <b>Saturated</b> fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, <b>Complex</b>, Appreciate, Body, Choice</p>	<p>Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, <b>Guilt</b>, Advice, Alcohol, Liver, Disease, <b>Anxiety</b>, Fear, Believe, <b>Assertive</b>, Opinion, Right, Wrong</p>	<p>Media, Influence, Emergency, Procedure, Recovery position, Level-headed, <b>Body image</b>, Media, Social media, Celebrity, <b>Altered</b>, Self-respect, Comparison, Eating problem, <b>Eating disorder</b>, Respect, Debate, Opinion, Fact, Motivation</p>	<p>the-counter, <b>Restricted</b>, Illegal, Volatile substances, 'Legal highs', <b>Exploited</b>, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>
<p><b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p><b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p><b>Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>	<p><b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>
<p><b>Year 3 Vocabulary</b> Consolidate KS1</p>	<p><b>Year 4 Vocabulary</b> Consolidate KS1 &amp; Yr 3</p>	<p><b>Year 5 Vocabulary</b> Consolidate KS1, Yrs 3 &amp; 4</p>	<p><b>Year 6 Vocabulary</b> Consolidate KS1 &amp; KS2</p>
<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>



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<p><b><u>Changing Me</u></b>          How babies grow          Understanding a baby's needs          Outside body changes          Inside body changes          Family stereotypes          Challenging my ideas          Preparing for transition</p>	<p><b><u>Changing Me</u></b>          Being unique          Having a baby          Girls and puberty          Confidence in change          Accepting change          Preparing for transition          Environmental change</p>	<p><b><u>Changing Me</u></b>          Self- and body image          Influence of online and media on body image          Puberty for girls          Puberty for boys          Conception (including IVF)          Growing responsibility          Coping with change          Preparing for transition</p>	<p><b><u>Changing Me</u></b>          Self-image          Body image          Puberty and feelings          Conception to birth          Reflections about change          Physical attraction          Respect and consent          Boyfriends/girlfriends          Sexting          Transition</p>
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**Approach to PSHE**

At Alexandra Junior School, we use Jigsaw, the mindful approach to PSHE, which brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Each year group studies 6 pieces of the jigsaw over the year through a specific hourly lesson per week. However, our PSHE teaching is interwoven through all aspects of daily school life. As well as the use of our Jigsaw scheme, we react to the needs of our pupils and additionally shape and tailor the PSHE curriculum. Lessons have a high emphasis on language and discussion.

Jigsaw fulfils all the requirements for the statutory Relationships and Health Education curriculum, as announced by the Department for Education in England in 2019, for full implementation from September 2020. Alexandra Junior School was an Early Adopter School in the provision of a spiral and progressive PSHE Programme in which the statutory elements sit and are embraced.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Mindfulness is developed in 3 main ways:

- a) through the 'Calm Me' time in each Piece (lesson). This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively
- b) through the taught curriculum. Lessons (Pieces) help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
- c) through the 'Pause Points' in lessons (Pieces) which ask children to 'Stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.

IMPLEMENTATION



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Jigsaw Jerrie Cat is introduced in the first Puzzle (Being Me in My World) and acts as the trigger for PAUSE POINTS in lessons (the teacher using Jerrie Cat's Paws, to symbolise the Pause Point for children).

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Being me in my World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Year 4</b>	Being me in my World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Year 5</b>	Being me in my World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Year 6</b>	Being me in my World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE learning (purple) and one is based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

**Statutory Relationship and Health Education (DfE, England 2019)**

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. The philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. See example of integration below.





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Relationships Education By the end of Primary pupils should know:	Year 3 - Ages 7-8						Year 4 - Ages 8-9					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	✓	✓			✓		✓			✓	✓	
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	✓	✓			✓		✓			✓	✓	
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	✓	✓			✓		✓	✓		✓	✓	
(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		✓			✓		✓			✓	✓	
(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		✓			✓		✓	✓		✓	✓	

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these (e.g. using Calm Me (mindfulness techniques)).

### SMSC (Spiritual, Moral, Social, Cultural) development

Every Piece (lesson) contributes to at least one of these aspects of children's development.- see separate map.

### Safeguarding, British Values and Prevent

Our PSHE curriculum supports this area. See example of mapping document below.

#### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### The Structure of the Pieces (lessons) in Jigsaw



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The PSHE curriculum is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances: hence being child-focused. This is reflected in the way that Pieces (lessons) are structured, which also reflects understanding of the learning process.

Through lesson design, the children are asking the teacher to:

- Improve their social skills to better enable collaborative learning (**Connect us**)
- Relax their bodies and calm their minds to prepare them for learning (**Calm me**)
- Help the brain to focus on specific learning intentions (**Open my mind**)
- Initiate new learning (**Tell me or show me**)
- Facilitate learning activities to reinforce the new learning (**Let me learn**)
- Support them in reflecting on their learning and personal development (**Help me reflect**)

### Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every lesson. Our curriculum is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). We know that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn. See an example of mapping of emotional literacy below.

#### Being Me In My World AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓		✓		
3	✓		✓		
4		✓		✓	
5		✓		✓	
6	✓			✓	

### Scaffolding/SEND

Our PSHE curriculum ensures provision for all children. Inclusivity is a key part of its philosophy. Teachers can tailor each lesson to meet the needs of the children in their classes. To support this scaffolding, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work.

### Assessment and tracking pupil progress

To support the teacher in tracking each child, there is a Summative Assessment: tracking pupil progress sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor. The green descriptors will also flag up children who may need more support with emotional literacy or social



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skills development and they can be signposted to the setting's pastoral support systems as appropriate.

In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors. See example of tracking below

Ages 7-8 **Jigsaw Summative Assessment: Tracking Pupil Progress**

Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 4 Being Me in My World</b>		<p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you something I did well in a learning challenge and something I want to get better at.</p> <p>I am happy to talk about what I did well and say why it makes me feel good.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	

### Reading for learning

There is an expectation that Reading For Learning is planned for and occurs during Guided Reading. Eg. Year 3 - Keeping Healthy . In addition to this, teachers have access to supporting stories for each of the units. See example below.

Year 3 ages 7-8	
<b>Being Me in My World</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
3	We are all Born Free by ISBN 978-1-84507-650-4
<b>Celebrating Difference</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
1	The Family Book by Todd Parr
1	And Tango makes Three by Justin Richardson and Peter Parnell
<b>Dreams and Goals</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Me.....Jane by Patrick McDonnell

Year 4 ages 8-9	
<b>Dreams and Goals</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
1	Salt in his Shoes by Deloris and Roslyn M Jordan
<b>Relationships</b>	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Can you Hear the Sea by Richard Palmer available from <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>
2	Badger's Parting Gifts by Susan Varley
2	Goodbye Mousie by Robie H Harris

Year 5 ages 9-10	
<b>Piece (Lesson)</b>	<b>Books</b>
2	Can you Hear the Sea by Richard Palmer available from <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>





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**Trips & Visitors**

We build a wealth of opportunities into our curriculum to support pupils' development and learning. See some examples below.

	Trips	Visitors/workshop
Year 3	Stepping out -outings on walking Safely to school	PCSO - road safety
Year 4	Stepping out - outings on walking Safely to school	PCSO - road safety Amnesty worker - Rights & Responsibilities
Year 5	POLICE CADETS Knife Crime	Prevent team School nurse - puberty Rail safety workshop Using social media safely Prevent work
Year 6	POLICE CADETS Year 6 - Safe & Sound trip (Fire safety, <b>Staffs Fire &amp; Rescue</b> ; Anti- Social Behaviour - <b>Staffs Police</b> ; Alcohol Awareness, <b>SOT council</b> , Mental Health & Wellbeing, <b>Changes</b> and Trucks & Child Safety - <b>DHL</b> ) Knife Crime	Rail safety workshop Using social media safely (PCSO) Out in the community workshop (PSCO) NSPCC Transition - using mobiles safely when attending secondary Values vs Violence (Police)
Whole school	Fire Service assembly - bonfire night and safety in summer, Amnesty Speaker - Rights and Responsibilities. Flat Stanley First Aid Workshops	

**Progression**



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Below is an example of one of the puzzles showing the spiral and progressive nature of the programme. The feeder Infant School also use Jigsaw and the schools collaborate well to ensure progression in all areas. The PSHE lead also collaborates with the main High School that the Juniors feed into.

Progression of Jigsaw Attainment descriptors in each Puzzle

### Puzzle 1: Being Me in My World

Being Me in My World	Working towards	Working at	Working beyond
<b>Ages 5-6</b>	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.
<b>Ages 6-7</b>	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
<b>Ages 7-8</b>	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
<b>Ages 8-9</b>	I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.

### Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.