

# Brackenwood Infant School



## Relationships and Health Education Policy

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

<b>Contents</b>	<b>Pg. 2</b>
<b>Statement of intent</b>	<b>Pg.3</b>
<b>1. Statutory Framework</b>	<b>Pg. 4</b>
<b>2. Roles and responsibilities</b>	<b>Pg. 4</b>
<b>3. Organisation of the curriculum</b>	<b>Pg. 6</b>
<b>4. Consultation with parents</b>	<b>Pg. 8</b>
<b>5. Relationships education overview</b>	<b>Pg. 8</b>
<b>6. Relationships education per year group</b>	<b>Pg.10</b>
<b>7. Health education overview</b>	<b>Pg.11</b>
<b>8. Health education per year group</b>	<b>Pg.13</b>
<b>9. Delivery of the curriculum</b>	<b>Pg. 13</b>
<b>10. Working with external experts</b>	<b>Pg. 15</b>
<b>11. Equality and accessibility</b>	<b>Pg. 16</b>
<b>12. Curriculum links</b>	<b>Pg. 17</b>
<b>13. Withdrawing from the subjects</b>	<b>Pg. 17</b>
<b>14. Behaviour</b>	<b>Pg. 17</b>
<b>15. Staff training</b>	<b>Pg. 17</b>
<b>16. Confidentiality</b>	<b>Pg. 18</b>
<b>17. Monitoring quality</b>	<b>Pg. 18</b>
<b>18. Monitoring and review</b>	<b>Pg. 18</b>
<b>School overview</b>	<b>Pg. 20</b>
<b>F1 Jigsaw</b>	<b>Pg. 21</b>
<b>F2 Jigsaw</b>	<b>Pg. 22</b>
<b>Y1 Jigsaw</b>	<b>Pg. 23</b>
<b>Y2 Jigsaw</b>	<b>Pg. 24</b>

## **Statement of Intent**

At Brackenwood Infant School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. We have a whole-school approach to teaching relationships and health education to underpin children's development as people and because we believe that this also supports their learning capacity.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## Statutory Framework

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education as highlighted in the PSHE overview highlighted on page 20 of this document.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Brackenwood Infant School, we teach RSE as set out in this policy.

1.1. This policy operates in conjunction with the following school policies:

- [Child Protection Policy](#)
- [Child on Child Abuse Policy](#)
- [Positive Behaviour Policy](#)
- [SEND Policy](#)
- [Inclusion Policy](#)
- [Equality and Diversity Policy](#)
- [Anti-Bullying Policy](#)
- [E-safety Policy](#)
- [PSHE, SMSC, BV, Policy](#)
- [Visitor Policy](#)

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils including those with SEND.
- Providing clear information for parents on subject content.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The **Headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a regular basis.

2.3. The **relationships and health education subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the curriculum

2.4. The staff are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the **Child Protection Policy**.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the **SENCO** to identify and respond to individual needs of pupils with SEND.
- Working with the **relationships and health education subject leader** to evaluate the quality of provision.

2.5. The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **3. Organisation of the curriculum**

3.1. Every Infant school is required to deliver statutory relationships education and health education.

3.2. For the purpose of this policy, "**relationships education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

3.3. For the purpose of this policy, "**health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.

- **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.**

- **The overview of the programme can be seen on p19**

- **This also supports the "Personal Development and Wellbeing" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.**

3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations 2019.

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' need.

We consult with parents, pupils and staff in the following ways:

- **Questionnaires and surveys**
- **Parent Workshops**
- **Newsletters**
- **Website**

3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- **Organising a meeting with the headteacher or Deputy Headteacher.**
- **Emailing- [schooloffice@brackenwood-infant.wirral.sch.uk](mailto:schooloffice@brackenwood-infant.wirral.sch.uk)**
- **Responding to questionnaires**

3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents**

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. Parents are provided with the following information at our curriculum evenings, through our website and through newsletters:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The resources that will be used to support the curriculum

4.3. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education overview**

### **Families and people who care for me**

5.1. By the end of Infant school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

5.2. By the end of Infant school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.



## **Respectful relationships**

5.3. By the end of Infant school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
  
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

5.4. By the end of Infant school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being Safe**

5.5. By the end of Infant school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or another child.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **6. Relationships education per year group**

- 6.1. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.2. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to Junior school.

## **7. Health education overview**

7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

7.2. By the end of Infant school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

7.3. By the end of Infant school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

7.4. By the end of Infant school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

7.5. By the end of Infant school, pupils will know:

- What constitutes a healthy diet.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating.

### **Health and prevention**

7.6. By the end of Infant school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination (KS2).

### **Basic first aid**

7.7. By the end of Infant school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid.

### **8. Health education per year group**

- 8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.
- 8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to Junior School.

## 9. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our **PSHE curriculum**. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change and the correct terminology of body parts.

At Brackenwood Infant School we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Staff deliver the weekly lessons to their own classes.

- 9.1. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 9.2. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development.
- 9.3. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 9.4. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 9.5. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 9.6. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.7. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 9.8. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.
- 9.9. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 9.10. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 9.11. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 9.12. Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress in line with the Jigsaw programme

## **10. Working with external experts**

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. For example, NSPCC
- 10.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the **Visitor Policy**.
- 10.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 10.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 10.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 10.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the **Child Protection Policy**.
- 10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **11. Equality and accessibility**

- 11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- 11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 11.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.



- 11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 11.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- 11.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 11.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Positive Behaviour Policy**, as well as the **Child Protection Policy**, which set out expectations of pupils.

## 12. Curriculum links

- 12.1. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 12.2. Relationships and health education will be linked to the following subjects in particular:
  - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows.
  - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship/British Values** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **PSHE (Jigsaw Programme)** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from the subjects

- 13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

## 14. Behaviour

- 14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 14.2. Any bullying incidents caused as a result of the relationships and health education programme will be dealt with seriously following the processes in our **Anti-Bullying Policy**.

## 15. Staff training

- 15.1. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

## 16. Confidentiality

- 16.1. Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 16.2. Teachers will, however, alert the **headteacher** about any suspicions of inappropriate behaviour or potential abuse as per the school's **Child Protection Policy**.
- 16.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 16.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **DSL** and handled in accordance with the **Child Protection Policy**.

## 17. Monitoring quality

- 17.1. The **relationships and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.
- 17.2. The **relationships and health education subject leader** will conduct subject assessments on a **regular** basis, which will include a mixture of the following:
  - **Self-evaluations**
  - **Lesson visits**
  - **Teaching and Learning Reviews**
  - **Work scrutiny (Book Looks)**
  - **Lesson plan discussions**

## **18. Monitoring and review**

- 18.1. This policy will be reviewed on a regular basis by the **relationships and health education subject leader** and/or **headteacher**.
- 18.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 18.3. The **governing board** is responsible for approving this policy.
- 18.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## Whole School Curriculum Overview for PSHE including Relationship and Health education

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition



### Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4 Piece 2 - Never Giving Up

Learning Intention/s: I can keep trying until I can do something.

<b>Foundation 1</b> <b>Main session</b> (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'For Me'. Read one of the suggested stories or one with the theme of never giving up until you have reached your goal.
	Help Me Learn	Talk about how the characters never gave up until they had achieved what they wanted to do. Ask the children if they can think of any times when they have never given up until they got it right. Give some children some ideas to help, like learning to walk/ride a bike. <b>Questions:</b> What have you done that you got better at with practice? What will you need to work on as you grow up to get better at?
	Let's Think	Can the children think of things that they are going to have to try really hard at to get better at when they grow up?


Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide children with problems to overcome Good link to maths, construction	Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Promote discussions at home where parents/grown-ups talk about what they have done and at which they persevered	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children with child-initiated activities	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Make a display linked to one of the stories. Put up pictures/thought bubbles of what children have persevered in doing until they could do it	Provide children with problems to overcome. Good link to maths, construction



## Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

### Piece 1 - Everybody's Body!

**Learning Intention/s: I understand that I need to exercise to keep my body healthy.**

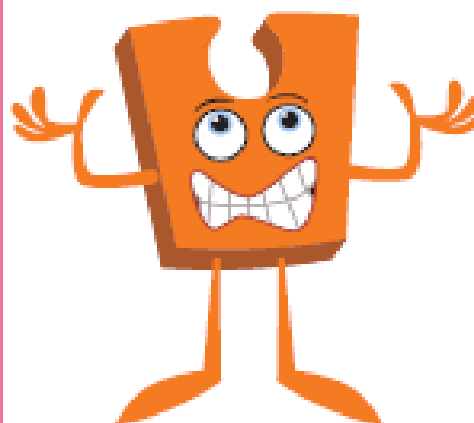
<b>Foundation 2</b> <b>Main session</b> <small>(length 15 mins max)</small>	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'Make a Good Decision'. Jigsaw Jenie to select a picture and hide it behind back. Play 'Guess which sport/activity I am'. Give the children clues and see if they can guess which sport the adult is thinking of: e.g. there is a ball in my game, you play it with lots of friends, it needs lots of space, the ball is the size of an apple, you use a wooden bat. What game am I? Cricket.
	<b>Help Me Learn</b>	Children to sit in circle and share their photos/certificates. Say why they enjoy them. Could they always do those things or is it something they had to learn and keep practising? <b>Questions:</b> Why do we exercise? Why is it important?  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out notice what you are thinking.
	<b>Let's Think</b>	What happens to their bodies when they exercise? Does anything change? Quick experiment: jump up and down as quickly as they can for one minute. (Have timer available for children to grasp concept of the length of a minute.) How do they feel now/what changes have happened?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Colouring pictures of different sports/active lifestyle Children to choose their favourite exercise/sport to colour and then practise using scissors safely and with control to cut out their picture - add to their learning journal evidence TA/Teacher to record what they say about their picture and chosen sport and assess their cutting skills	Bubble-ups during 'Interest Me' and 'Help me Learn' and adult-directed/child-initiated activities Understanding the world Expressive arts and design Physical development Maths Communication and language	Prior to session ask families to send in photo/certificates/badges of what their favourite sport/exercise/physical activity is outside of school, e.g. riding a bike, swimming, dancing, etc.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
See outside learning	Jigsaw Song sheet: 'Make a Good Decision' Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime	Using the pictures and certificates that have been sent in from home - create a display	Timed activity - with minute timers: how many jumps/hops/ runs, etc. can they do in one minute?



## Puzzle 2: Celebrating Difference - Ages 5-6 - Piece 1

The Same As...	
<p><b>Puzzle 2 Outcome</b> Hall of Fame Gingerbread people</p>	<p><b>Please teach me to...</b> Identify similarities between people in my class tell you some ways in which I am the same as my friends</p>
<p><b>Resources</b> Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Spot the similarities pictures Set of picture cards e.g. Snap, Happy Families Jigsaw Jack Jigsaw Jerrie Cat Cardboard cut-out gingerbread person T-shirt templates for gingerbread person Jigsaw Journals My Jigsaw Learning</p>	<p><b>Vocabulary</b> Similarity/similar Same as</p>
<p><b>Teaching and Learning</b> <b>Notes</b> Prior to this Piece, you will need to have prepared a gingerbread person for each child. These will be introduced to the children in Piece 1 then stuck side by side, hands touching, along the corridor/around the walls of the school hall. Each Piece will see the children adding an item of clothing to their own gingerbread person, culminating in the celebration in Piece 6. Alternatively, the gingerbread people could be free-standing cardboard cut outs, all holding hands, to form a 3D display. Please refresh your understanding of the Jigsaw Approach.</p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p><b>Connect us</b> Play 'Switch.' The aim of this game is for children to gain awareness of the similarities and differences between them, particularly the similarities. Therefore, throughout the game the teacher needs to keep drawing children's attention to the others who 'switched' at the same time as them, thereby helping children get to know with whom they have things in common (e.g. "Did you notice who also switched when I asked who has a pet gerbil?"). Play the game: Sitting in a circle the teacher explains to children that when they call out a statement that applies to them, they need to 'switch' places with someone else to whom it also applies. The teacher may call out, "Switch places if you like jelly babies". All the children who like jelly babies switch places and notice who else likes jelly babies. Continue the game with a range of statements such as: Switch places if you like football, switch places if you like computer games, switch places if you have long hair, etc. (Teacher to make sure ALL children have opportunities to switch.)</p>	<p><b>Ask me this...</b></p> <p>Who is similar to you? How does it feel to have similarities with people in your class?</p>





## Puzzle 5: Relationships - Ages 6-7 - Piece 1

Families	
<p><b>Puzzle 5 Outcome</b> <b>Our Relationships</b> <b>Fiesta</b></p>	<p><b>Please teach me to...</b></p> <p>Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>accept that everyone's family is different and understand that most people value their family</p>
<p><b>Resources</b></p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Families PowerPoint</p> <p>Jigsaw Jo</p> <p>Jigsaw Jamie Cat</p> <p>Mixing bowl, post-it notes, wooden spoon</p> <p>Happy Home recipe sheets</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning</p>	<p><b>Vocabulary</b></p> <p>Family</p> <p>Different</p> <p>Similarities</p> <p>Special</p> <p>Relationship</p> <p>Important</p> <p>Cooperate</p>
<p><b>Teaching and Learning</b></p> <p><b>Note</b></p> <p>Teachers need to be aware of any sensitive family situations within their class and be sensitive towards this. They should also be aware of the Jigsaw Approach (the introductory chapter at the start of the Year Group materials).</p> <p><b>The Jigsaw Charter</b></p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b></p> <p>With the children seated in a circle, play 'Switch' using family characteristics. For example: 'Switch places if... you have any brothers or sisters / ... you have a grandparent living with you or near you / ... you are the oldest/youngest child in your family / ... your family has ever moved house / ... you share a bedroom with another family member / ... your family has relatives who live abroad, etc.' You might also include features such as '...if you have parents who live in different places or parents who are married'</p> <p>We need to be inclusive and non-judgemental and be sensitive to the situations children are living in.</p> <p><b>Calm me</b></p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p>	<p><b>Ask me this...</b></p> <p>Does your mind feel calm and ready to learn?</p>

