



Abberley Parochial V.C. Primary School
Rooted and Grounded in love
 Whole School PSHE Overview

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Rotation 1	Autumn	Spring	Summer
	<p>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.</p> <p>Celebrating Difference- Includes anti-bullying (cyber and homophobic bullying included) and understanding we are all unique.</p>	<p>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.</p> <p>Healthy Me- Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.</p>	<p>Relationships- Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.</p> <p>Changing Me- Includes Relationships and Sex Education in the context of coping positively with change</p>
EYFS	<p>Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p>Celebrating Difference Identifying talents</p>	<p>Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Relationships Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p>Changing Me</p>

	<p>Being special Families Where we live Making friends Standing up for yourself</p>	<p>Healthy Me Exercising bodies Physical activities Healthy food Sleep Keeping clean Safety</p>	<p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
Year 1 & 2	<p>Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feeling of success</p> <p>Healthy Me Motivation Healthier Choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>
Year 3 & 4	<p>Being Me in My World Setting personal goals Self – identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives</p> <p>Celebrating Difference 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>Dreams and Goals 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</p> <p>Healthy Me Exercise Fitness challenge Food labelling and healthy swaps Attitude towards drugs Keeping safe and why it’s important online and off-line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and where to go 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>

Year 5 & 6	<p>Being Me in My World 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</p> <p>Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>Healthy Me Taking personal responsibility How substances affect the body Exploitation, including ‘county lines and gang culture Emotions and mental health Managing stress</p>	<p>Relationships 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>
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Rotation 2	Autumn	Spring	Summer
EYFS	Same as rotation 1		
Year 1 & 2	<p>Being Me in My World 1. Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning charter</p> <p>Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone</p>	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking happiness and health</p>	<p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>
Year 3 & 4	<p>Being Me in My World Being part of a class team Being a school citizen</p>	<p>Dreams and Goals Hopes and dreams Overcoming disappointment</p>	<p>Relationships Jealousy Love and loss</p>

	<p>Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Celebrating Difference 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>Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Memories of loved ones Getting on and Falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>
Year 5 & 6	<p>Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice</p> <p>Celebrating Difference Cultural differences and how they cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Relationships 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 SMARRT internet safety rules</p>

Changing Me is taught as separate year groups in the summer term:

Year 1 Changing Me

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 **Year 2 changing Me** Life cycles in animals. Growing from young to old. Increasing independence. Differences between female and male bodies (correct terminology). Assertiveness. Preparing for transition

Key stage 2 Changing Me Sequence of Learning

	Year 3	Vocabulary	Year 4	Vocabulary
1	<p>How babies grow Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby Animals</p>	<p>Changes Birth Animals Babies Mother Growing up</p>	<p>Unique Me 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 Appreciate that I am a truly unique human being</p>	<p>Personal Unique Characteristics Parent</p>
2	<p>Babies Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family</p>	<p>Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p>	<p>Circles of Change know how the circle of change works and can apply it to changes I want to make in my life am confident enough to try to make changes when I think they will benefit m</p>	<p>Circle Seasons Change Control</p>
3	<p>Family Stereotypes Start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>	<p>Stereotypes Task Roles Challenge</p>	<p>Accepting Change Identify changes that have been and may continue to be outside of my control that I learnt to accept Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>Range of emotions - see emotions card resource Control Change Acceptance</p>
4	<p>NSPCC PANTS Resources Building Confidence identify examples of appropriate and inappropriate touch Recognise that no means no and different ways to express this</p>	<p>Safe Unsafe Consent Belong Inappropriate Uncomfortable Accidental Children's right Penis vulva</p>	<p>PANTS How can PANTS rules help us Recognise that other people's bodies belong to them and should be respected Describe how to challenge language and behaviours that are unacceptable Identify when it is right to break a confidence or share a secret Explain how to get help for themselves or a friend</p>	
5	<p>Looking Ahead Identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this</p>	<p>Change Looking forward Excited Nervous Anxious Happy</p>	<p>Combine with Year 3</p>	
6	<p>Advice for new KS2 pupils in September Top Tips for new classroom.</p>		<p>Combine with Year 3</p>	

Year 5		Vocabulary	Year 6	Vocabulary
1	<p>Self-Image and Body Image</p> <p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self esteem</p>	<p>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation</p>	<p>My Self-Image</p> <p>Aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self-esteem</p>	<p>Self-image Self-esteem Real self Celebrity</p>
2	<p>Outside Body Changes</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p>Change Puberty Control</p>	<p>Girls and Puberty</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>Puberty Menstruation Periods</p>
3	<p>Inside Body Changes</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings</p>	<p>Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina</p>	<p>Puberty for Boys</p> <p>Describe how boys' and girls' bodies change during puberty</p> <p>Express how I feel about the changes that will happen to me during puberty</p>	<p>Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones</p>
4	<p>Looking Ahead 1</p> <p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>Be confident that I can cope with the changes that growing up will bring</p>	<p>Teenager Milestone Perceptions Puberty Responsibilities</p>	<p>Having a Baby</p> <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>	<p>Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception</p>
5	<p>Looking Ahead 2</p> <p>Identify what I am looking forward to when I move to my next class</p> <p>To think about changes I will make next year and know how to go about this</p>	<p>Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>	<p>Boyfriends and Girlfriends</p> <p>https://youtu.be/z1n9Jly3CQ8 (NSPCC I saw your willy)</p> <p>Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>	<p>Attraction Relationship Pressure Love Sexting</p>
6	<p>Use this hour as some sessions might be longer than hour and run over into a following week.</p>		<p>Real self and ideal self</p> <p>Be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>Express how I feel about my self-image and know how to challenge negative 'body-talk</p>	<p>Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</p>