

**Subject Leader : C Walls**

*'Every child who attends our school can expect, and will receive, an excellent standard of education - one that enables them to shine as individuals, make a positive contribution and reach their full potential.'*

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Normanton Common Primary Academy School, we teach Personal, Social and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. This is taught in line with our school values of 'SHINE.'



We have adopted the **Jigsaw Programme** because it 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 programme is designed around the statutory Relationships and Health Education objectives and is aligned to the PSHE Association Programmes of Study for PSHE.

Click on the links below for some useful information about the Jigsaw scheme:

[Jigsaw-Information-Leaflet-for-Parents.280064061](#)

[Jigsaw-PSED-Early-Learning-Goals.280064061](#)

[Jigsaw-RSHE-Overview-Map.280064061](#)

[RSHE-Guide-For-Parents.280064061](#)

This also supports the “Personal Development” 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 and Cultural) development opportunities provided for our children.

Our PSHE policy is informed by existing DfE guidance:

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools (advice for schools)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)

SMSC requirements for independent schools (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

### **How is the content / theme chosen?**

The content is chosen to make effective links with the key themes of the DfE's Relationships Education and Health Education documents for primary schools. At Normanton Common Primary Academy we ensure a clear, sequenced progression, which is taught systematically for all pupils to acquire the intended knowledge and skills. The content may be adapted or changed, based upon the needs or interests of specific cohorts.

### **The key aspects of Relationships Education are:**

Families and people who care for me

Caring Friendships

Respectful Relationships

Online Relationships

Being Safe

### **The key aspects of Health Education are:**

Mental Health

Internet Safety and Harms

Physical Health and Fitness

Healthy Eating

Drugs, Alcohol and Tobacco

Health and Prevention

### **How do we ensure progression of knowledge and skills?**

To ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to our children's needs. At Normanton Common Primary Academy we have in place for each subject area, a knowledge

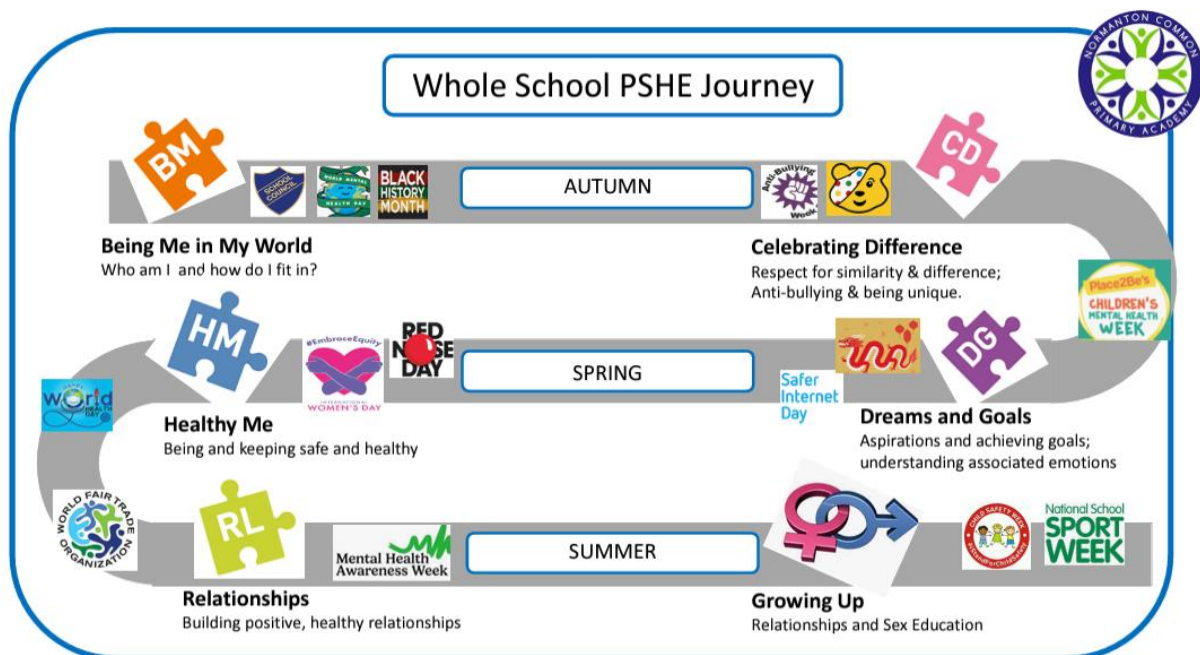
and skills progression document, which is used for planning, to ensure sequenced and appropriate content for specific year groups. Teachers are clear on the learning and expectations for each year group, as this has been carefully selected and mapped out so that children are building on prior knowledge and skills each term and each year. Within these documents there are opportunities for differentiation, in order to meet the needs of all learners.

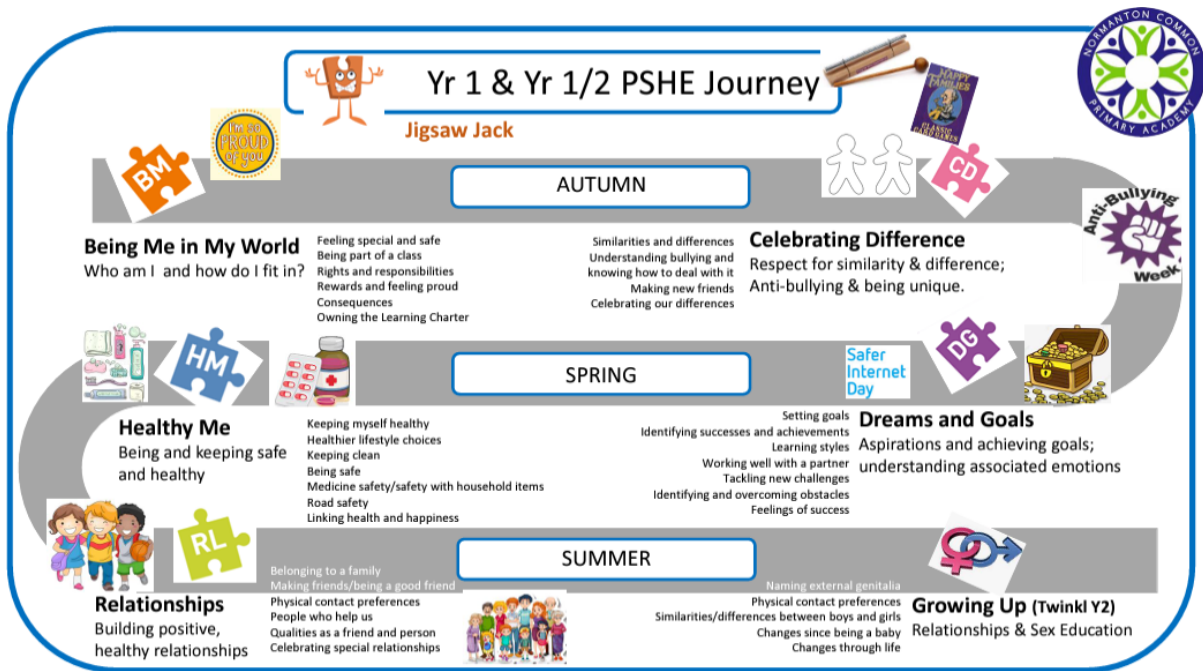
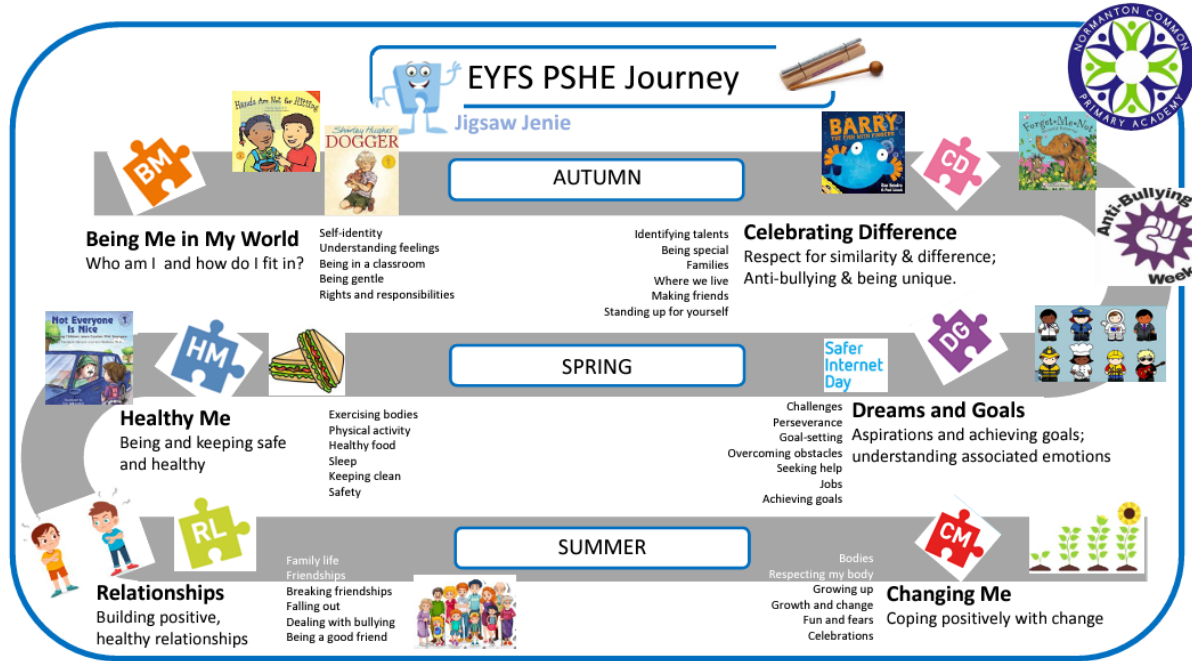
## How is the subject taught?

### Whole-school approach

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 units and these are taught across the school; the learning deepens and broadens every year.

### PSHE CURRICULUM ROAD MAP







## Yr 2 PSHE Journey



### AUTUMN



#### Being Me in My World

Who am I and how do I fit in?

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 our differences

#### Celebrating Difference

Respect for similarity & difference;  
Anti-bullying & being unique.



### SPRING

Safer Internet Day



#### Healthy Me

Being and keeping safe and healthy

Keeping myself healthy  
Healthier lifestyle choices  
Keeping clean  
Being safe  
Medicine safety/safety with household items  
Road safety  
Linking health and happiness

Setting goals  
Identifying successes and achievements  
Learning styles  
Working well with a partner  
Tackling new challenges  
Identifying and overcoming obstacles  
Feelings of success

#### Dreams and Goals

Aspirations and achieving goals;  
understanding associated emotions



### SUMMER



#### Relationships

Building positive, healthy relationships

Belonging to a family  
Making friends/being a good friend  
Physical contact preferences  
People who help us  
Qualities as a friend and person  
Celebrating special relationships



Naming external genitalia  
Physical contact preferences  
Similarities/differences between boys and girls  
Changes since being a baby  
Changes through life

#### Growing Up (Twinkl Y2)

Relationships & Sex Education

Jigsaw Jino



## Yr 3 and Yr 3/4 PSHE Journey



### Road Safety Talk



### AUTUMN



#### Being Me in My World

Who am I and how do I fit in?

What do we want our school to be like?  
Rules, rights and responsibilities  
Rewards and consequences  
Responsible choices

Families, conflict and how to manage it  
Witnessing bullying and how to solve it

#### Celebrating Difference

Respect for similarity & difference;  
Anti-bullying & being unique.



### SPRING

Safer Internet Day



#### Healthy Me

Being and keeping safe and healthy

Exercise & Fitness challenges  
Food labelling and healthy swaps  
Attitudes towards drugs  
Keeping safe online and off line  
Respect for myself and others  
Healthy and safe choices

Recognising and trying to overcome obstacles  
Evaluating learning processes  
Managing feelings

#### Dreams and Goals

Aspirations and achieving goals;  
understanding associated emotions



### SUMMER



#### Relationships

Building positive, healthy relationships

Being a global citizen  
Fair trade  
Appreciation for family and friends



Naming external genitalia  
Physical contact preferences  
Similarities/differences between boys and girls  
Changes since being a baby  
Changes through life

#### Growing Up (Twinkl Y2)

Relationships & Sex Education







## Yr 4 PSHE Journey

Jigsaw Jaz

**Being Me in My World**  
Who am I and how do I fit in?

**AUTUMN**

Challenging assumptions  
Judging by appearance  
Accepting self and others  
Understanding influences  
Understanding bullying  
Problem-solving  
Identifying how special and unique everyone is

**Celebrating Difference**  
Respect for similarity & difference;  
Anti-bullying & being unique.

**Healthy Me**  
Being and keeping safe and healthy

**SPRING**

Hopes and dreams  
Overcoming disappointment  
Creating new, realistic dreams  
Achieving goals  
Working in a group

**Dreams and Goals**  
Aspirations and achieving goals;  
understanding associated emotions

**Relationships**  
Building positive, healthy relationships

**SUMMER**

Male and female reproductive organs  
Changes in boys & girls (puberty/periods)  
What is a crush?  
What are loving families like?  
How are babies made and born?

**Growing Up (Twinkl Y4)**  
Relationships & Sex Education



## Yr 5 and Yr 5/6 PSHE Journey

Jigsaw Jez

**Being Me in My World**  
Who am I and how do I fit in?

**AUTUMN**

Cultural differences /can cause conflict  
Racism  
Rumours and name-calling  
Types of bullying  
Material wealth and happiness  
Enjoying and respecting other cultures

**Celebrating Difference**  
Respect for similarity & difference;  
Anti-bullying & being unique.

**Healthy Me**  
Being and keeping safe and healthy

**SPRING**

Future dreams  
The importance of money  
Jobs and careers  
Dream job and how to get there  
Goals in different cultures  
Supporting others (charity)  
Motivation

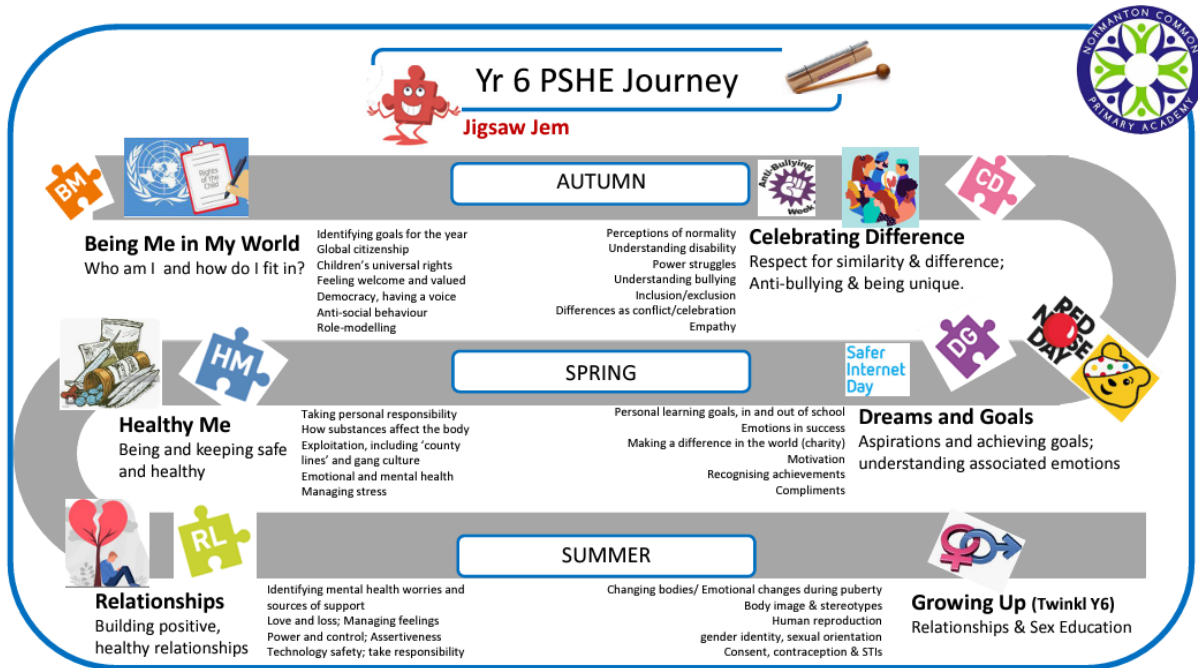
**Dreams and Goals**  
Aspirations and achieving goals;  
understanding associated emotions

**Relationships**  
Building positive, healthy relationships

**SUMMER**

Male and female reproductive organs  
Changes in boys & girls (puberty/periods)  
What is a crush?  
What are loving families like?  
How are babies made and born?

**Growing Up (Twinkl Y4)**  
Relationships & Sex Education



Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Learning Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict



		resolution and communication skills, bereavement and loss
Summer 2:	Growing Up	Includes Relationships and Sex Education in the context of coping positively with change (please refer to our separate Relationships and Sex Education Policy)

At Normanton Common Primary Academy we allocate a minimum of 40 minutes each week to the discrete teaching of PSHE, in order to teach the knowledge and skills in a developmental and age-appropriate way.

Class teachers deliver the weekly lessons to their own classes. Our mixed year group classes follow the programme for the younger pupils in their class. However, all pupils are taught age-appropriate objectives for the RSE unit, Growing Up (refer to our Relationships and Sex Education Policy).

Class 4      Mixed Year 1 and 2 pupils Follow Year 1 objectives

Class 7      Mixed Year 3 and 4 pupils Follow Year 3 objectives

Class 10     Mixed Year 5 and 6 pupils Follow Year 5 objectives

At Normanton Common Primary Academy, there is a strong focus on developing the vocabulary of our children and the retention of this through practical learning opportunities. New vocabulary is taught, with the emphasis on key words and phrases. Although we actively introduce and are ambitious with the language we use, we understand the importance not to over complicate this language with very young children, but ensure underlying principles and meanings of the words are taught and understood.

Children are introduced to and reminded of key vocabulary. Questioning is used to check their understanding and prior knowledge, before new concepts, skills or knowledge are introduced.

Modelling is used by class teachers to clarify expectations, children are then given plentiful opportunities to consolidate, build upon and apply basic skills and knowledge, across a series of lessons, as well as across the year.

When children are learning about a subject through a discrete teaching session they are explicitly told that today they are learning PSHE, which is all about themselves, their relationships, and their health. They are then reminded of the key skills that they will learn, use and develop within this subject.

PSHE is one of our overarching subjects in developing the 'Challenge & Educate' side of our school curriculum. Every opportunity is taken to ensure children learn about and are taught to challenge stereotypes connected to gender, wealth, disability and cultural background. They are educated that differences should be celebrated and are not a barrier to achievement.

Our explicit PSHE lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We also make take every opportunity to make links with PSHE objectives in many other subjects across the curriculum, especially Science, PE, RE and Computing. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **Teaching PSHE in EYFS**

Because the PSED Early Learning Goals are a prime area of learning, children in EYFS are given the opportunity to explore, investigate, question and continually practise and embed their language and learning through the areas of provision set up in the indoor and outdoor learning environments. Planning and teaching of PSHE as a discrete subject, is similar to that in Key Stage 1. The children are expected to develop a specific set of skills and knowledge appropriate to their age. This is often beyond the expectations that are set out in the end of year Early Learning Goals, as we prepare our children with the knowledge and skills they will need, ready for year 1. Lessons are approximately 20 minutes long.

### **How do we know that our children are making progress?**

Ongoing assessments of the children's knowledge and skills is observed by the class teacher. Misconceptions are addressed and next steps carefully planned. Children's outcomes are compared to the subject specific skills and knowledge documents. At the end of a block of discrete teaching (or term) subject leaders gather an overview of children's outcomes in each subject area. This is used to plan appropriate next steps for their future learning, as well as provide an overview of learning within a subject area across the whole school.

End of year assessments are collated for children at the end of EYFS and Key Stage 1 and 2.

Provision and assessment is tailored and adapted for pupils with SEND. This involves making adaptations to the task, group, or working with additional adult support if necessary. We ensure that we will not limit any children with SEND.

### **How do we promote our Curriculum Intent?**

#### **Active Learners**

During PSHE, children will have the opportunity to work with partners and groups throughout the year. This will provide them with the necessary tools to be able to improve their independence as well as working collaboratively. Throughout the units of PSHE, children will have the opportunity to discuss, act out and display their skills to their peers. This will ensure pupils are engaged and take pride in their learning. As they move through school, children will be exposed to a variety of different situations and scenarios where they can apply their knowledge and skills.

### **Active Citizens**

Citizenship is a key concept in our PSHE lessons. This theme is developed from the classroom, to our school, to our local community, through to global issues. Children are given the knowledge and skills to understand the importance of being a good citizen, and how they can make a positive contribution. PSHE gives children opportunities to explore and celebrate diversity within their local communities and the wider world, understanding what is 'right/just' and what is 'wrong/unjust'; how and why we care for others and our world and the positive impact that individuals can have. Our lessons include the teaching of the British Values of democracy, rule of law, respect, tolerance and individual liberty.

### **Active Communicators**

In PSHE, children will be exposed to a wide range of vocabulary to help them understand themselves, their bodies, their health and the world around them. Children will have the opportunity to use their oracy skills throughout their lessons, as they work collaboratively with their peers.

### **What wider opportunities are provided for our children to develop their knowledge and skills?**

Assemblies

Charities

School Council and Parliament

Visits by school nursing team

Visitors to keep us safe

Residentials/visits/extra-curricular clubs

Playtimes and lunchtimes

Pastoral support

Eco-council and club