



**Friskney All Saints
Church of England
Primary School**



Friskney All Saints Church of England Primary School

PSHE Curriculum Intent

At Friskney All Saints Primary School, we want our children to active, well and informed global citizens! Our PSHE and RSE curriculum aims to give the children the knowledge, skills and attributes that they need to effectively navigate the complexities of life in the 21st century. The curriculum covers key areas which will support children to make informed choices now, and in the future, around their health, safety, well-being, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Our curriculum covers the relationships and health education guidance set up by the Department of Education including the non-statutory sex education. Our curriculum significantly contributes to our children's personal development as set out in the Ofsted inspection framework and promotes the full fundamental British values which reflect life in modern Britain: democracy, rule of law mutual respect and tolerance and individual liberty. Our curriculum for PSHE and RSE is an important element of helping us to carry out our duty of care with regards to safeguarding. Our children are taught about safeguarding, including online safety as part of our broad and balanced curriculum.

Here at Friskney C of E Primary School we follow the Jigsaw 3-11 programme for PSHE. This is a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education. The programme is a progressive and fully planned scheme of work, giving our children at Friskney relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, and allows the children to engage and have relevant PSHE lessons within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus, which we feel is important for all of our children at Friskney. We are also able to weave through our school values and allows all children and staff within the setting to have a deeper understanding of the units covered.

Each lesson starts with a key focus and each class has its own chime bar, allowing time for quiet reflection before a lesson begins. As a school, we value the thoughts and ideas from the children and are keen to promote an environment where children can feel safe, listened to and be able to share their thoughts and ideas. This also supports listening to the thoughts and opinions of others. It also allows the children to be respectful of others and value each other's opinion.

PSHE Curriculum Drivers



Inspiration – Our engaging, relevant and PSHE curriculum seeks to help our students to flourish and be prepared for the future, whatever that may be. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND**, removing barriers and igniting interest in the world around them. **Enrichment opportunities**, for example visits and visitors are carefully planned to engage learners and help them explore common themes of PSHE for example careers, health issues, police and law enforcement, safety, health and indeed all elements of personal development. Our PSHE curriculum is designed to be irresistible so that pupils are encouraged to develop into responsible citizens.



Excellence - Our ambitious PSHE curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children's identified learning builds upon previously taught content through **clearly mapped out, sequential units** which builds on the units exemplified through the Jigsaw curriculum. We prioritise **sequential vocabulary** acquisition and usage, employing a systematic and explicit approach to the teaching of vocabulary in PSHE and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge so that their understanding and language is age appropriate.



Exploration –We encourage pupils to develop their citizenship, exploring what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of PSHE. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared to be mature, thoughtful and well educated members of the community, who know how to keep themselves and others safe and happy.

PSHE Implementation

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike.

Your lessons will have different parts



- **The Jigsaw Charter** will help you feel safe and respected.
- **Connect Us** is when you will play some games.
- **Calm Me** time will help you relax and manage your feelings.



Your lessons will have different parts!



- **Open My Mind** will focus your thoughts on the lesson topic.
- **Tell Me or Show Me** is when you will be taught new skills and information.
- **Let Me Learn** is where you will have a chance to put these into practice.
- **Help Me Reflect** is when you will be able to think about how you feel about your learning and your progress.

What will Jigsaw look like at Friskney All Saints C of E Primary School?

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning 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)



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	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
Ages 10-11	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition