



## Overview

### Subject Vision INTENT

At Yorkley we believe that the PSHE curriculum should provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up in today's modern world.

They learn to understand and respect our common humanity: diversity and differences to become confident, tolerant well rounded adults who can form fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### Aims for RSE

At Yorkley Primary School Relationship and Sex Education (RSE) is viewed as part of our lifelong learning about ourselves - our emotions, relationships, sexuality, sexual health and behaviour. All adults will work towards achieving these aims for RSE in our school. RSE aims to equip children and young people with the information, skills and values which they will need to lead a safe, fulfilling, enjoyable relationship and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Yorkley Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

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- Being safe

### **Subject Vision IMPLEMENTATION**

#### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Autumn 1: Being Me in My World Includes understanding my place in the class, school and global community as well as devising Learning Charters

Autumn 2: Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring 1: Dreams and Goals Includes goal-setting, aspirations and resilience building

Spring 2: Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)

Summer 1: Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2: Changing Me Includes Sex and Relationship Education in the context of looking at and managing change

#### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

#### **Differentiation/SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) are adapted to allow children to choose the media with which they work and give them scope to work to their full potential.

#### **The Taught RSE Programme**

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We follow the GHLL (Gloucestershire Healthy Living and Learning) Primary RSE scheme of work, which is a graduated, age-appropriate programme. There are four key lessons in each year group, from Reception to Year 5, with five lessons in Year 6. Some further elements of RSE are taught through other areas of the PSHE programme and some through science. The four key lessons in each year group are delivered as a discrete unit within our wider PSHE curriculum. Some further elements of RSE are taught through other areas of the PSHE programme and some through science.

By the end of KS1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online

## **Subject Vision IMPACT**

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals and in the whole class book.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards, working at and working beyond