



love the journey

Curriculum Implementation 2023-24

Primary

LC+ Strand	PSHE
------------	------

<p>What are the key concepts taught?</p>	<p>Jigsaw PSHE (Personal, Social and Health Education) is a comprehensive and completely original Scheme of Work for the whole school from Reception through to Y6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The statutory guidance for Relationships and Health Education for primary schools are also covered within this scheme.</p>		
	<table border="1"> <tr> <td data-bbox="616 981 911 1167">Being Me in My World (BM)</td> <td data-bbox="911 981 1495 1167"> <ul style="list-style-type: none"> • Respect for self and others • Belonging • Choices and consequences • Asking for help • Identity </td> </tr> </table>	Being Me in My World (BM)	<ul style="list-style-type: none"> • Respect for self and others • Belonging • Choices and consequences • Asking for help • Identity
	Being Me in My World (BM)	<ul style="list-style-type: none"> • Respect for self and others • Belonging • Choices and consequences • Asking for help • Identity 	
	<table border="1"> <tr> <td data-bbox="616 1167 911 1391">Celebrating Difference (CD)</td> <td data-bbox="911 1167 1495 1391"> <ul style="list-style-type: none"> • Similarities and differences • Understanding bullying • Accessing help • Stereotypes • Conflict resolution • Developing empathy </td> </tr> </table>	Celebrating Difference (CD)	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying • Accessing help • Stereotypes • Conflict resolution • Developing empathy
	Celebrating Difference (CD)	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying • Accessing help • Stereotypes • Conflict resolution • Developing empathy 	
	<table border="1"> <tr> <td data-bbox="616 1391 911 1615">Dreams and Goals (DG)</td> <td data-bbox="911 1391 1495 1615"> <ul style="list-style-type: none"> • Growth mindset • Goal setting • Overcoming challenges • Managing emotions • Teamwork • Money and preparation for work </td> </tr> </table>	Dreams and Goals (DG)	<ul style="list-style-type: none"> • Growth mindset • Goal setting • Overcoming challenges • Managing emotions • Teamwork • Money and preparation for work
Dreams and Goals (DG)	<ul style="list-style-type: none"> • Growth mindset • Goal setting • Overcoming challenges • Managing emotions • Teamwork • Money and preparation for work 		
<table border="1"> <tr> <td data-bbox="616 1615 911 1839">Healthy Me (HM)</td> <td data-bbox="911 1615 1495 1839"> <ul style="list-style-type: none"> • Making healthy choices • What influences making healthy choices • Recognising my feeling in relation to health • Self-esteem </td> </tr> </table>	Healthy Me (HM)	<ul style="list-style-type: none"> • Making healthy choices • What influences making healthy choices • Recognising my feeling in relation to health • Self-esteem 	
Healthy Me (HM)	<ul style="list-style-type: none"> • Making healthy choices • What influences making healthy choices • Recognising my feeling in relation to health • Self-esteem 		
<table border="1"> <tr> <td data-bbox="616 1839 911 2132">Relationships (R)</td> <td data-bbox="911 1839 1495 2132"> <ul style="list-style-type: none"> • Family • Friendships • Appropriate boundaries • Accessing help • Conflict resolution • Love, loss and change in relationships & how to manage this • Relationship with self </td> </tr> </table>	Relationships (R)	<ul style="list-style-type: none"> • Family • Friendships • Appropriate boundaries • Accessing help • Conflict resolution • Love, loss and change in relationships & how to manage this • Relationship with self 	
Relationships (R)	<ul style="list-style-type: none"> • Family • Friendships • Appropriate boundaries • Accessing help • Conflict resolution • Love, loss and change in relationships & how to manage this • Relationship with self 		

		<ul style="list-style-type: none"> Relationships with technology (covered throughout Jigsaw, strong focus in this unit)
	Changing Me (CM)	<ul style="list-style-type: none"> Lifecycles Physical and emotional changes from birth to old age Biological knowledge and body parts including puberty Managing change Conception and childbirth Self esteem Accessing help

<p>What is the sequencing of units?</p>	<p>Across EYFS, KSI and KS2, each year group will focus on the same unit of work (puzzle) at the same time, building on prior knowledge. The spiral and progressive nature of Jigsaw means that the key concepts are repeated throughout the programme and this enables differentiation to be applied to the majority of lessons across lower and upper primary phases.</p> <p>Reception: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 1: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 2: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 3: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 4: Unit 1 – Being Me in My World</p>
---	---

	<p>Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 5: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p> <p>Chapter 6: Unit 1 – Being Me in My World Unit 2 – Celebrating Difference Unit 3 – Dreams and Goals Unit 4 – Healthy Me Unit 5 – Relationships Unit 6 – Changing me</p>
--	--

<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Units for each half term will always be the same as the children progress throughout the school - e.g. Autumn 1 will always be 'Being Me in My world'. Children will build on prior knowledge and concepts each time they revisit a unit. Concepts will be revisited regularly as new learning takes place.</p> <p>Children are familiar with the structure of the lesson from the EYFS (the lesson is split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression).</p>
--	--

<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. When teaching PSHE, teachers consider any targets set for the children e.g. targets from EHCPs etc - some of which may be directly related to PSHE targets.</p> <p>For more able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.</p>
--	--

<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Jigsaw is a spiral and progressive scheme of work. Each of the six units will be revisited each year, building upon prior knowledge and adding new key vocabulary.</p> <p>There is the opportunity to reflect within Jigsaw lessons and children will complete their own reflections at the end of each unit.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Following on from each unit of work, pupils are given opportunities to reflect on their own learning and teacher feedback and think of their own self-improvement targets.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Much of the learning in PSHE is discussion based. When children are able to read, they will then be able to read materials that are present within the lessons e.g. their reflection and self-assessment activities.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Subject specific vocabulary, writing in lessons/reflections etc.</p> <p>Numeracy: Although this is not strictly the remit of a PSHE programme, Jigsaw does utilise numeracy skills in e.g. looking at data regarding health statistics and surveys</p> <p>Oracy: Jigsaw promotes lots of speaking and listening during the lessons, supporting children in expressing themselves effectively and developing oracy skills. Communication is a continuous focus within Jigsaw. Children have the opportunity to rehearse verbal responses to given scenarios, and also to openly discuss their ideas, thoughts and feelings. The use of the Jigsaw Charter and Jigsaw Circle ensure that children understand how to listen respectfully to each other as well as have the confidence to speak in front of the class.</p> <p>SMSC: SMSC is interwoven within each Jigsaw PSHE lesson.</p>