



**ST MARY'S, WELHAM GREEN**

**PSHE**

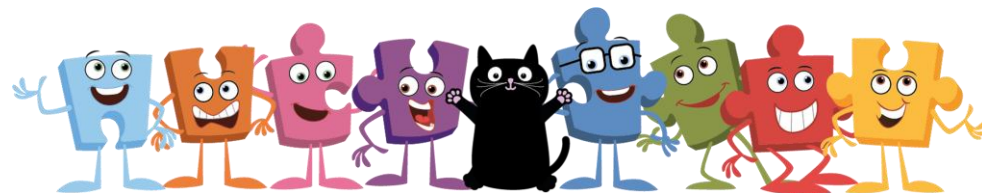
“Flourishing in today’s society”

## “Flourishing in today’s society”

At St Mary’s, the PSHE curriculum promotes the skills and attitudes for the personal and social development of all our children. We enable the children to develop an understanding of themselves and others, so they become responsible, caring and successful individuals throughout their school life and beyond. Children are taught to keep themselves safe, express their opinions and practise mindfulness for emotional awareness.

Using the Jigsaw scheme, we aim to

- combine PSHE, emotional literacy, mindfulness, social skills and spiritual development.
- to help children know and value who they really are and how they relate to other people in this ever-changing world.



## Jigsaw PHSE

The learning within this scheme is a whole school approach, with all year groups working on the same theme (or puzzle) at the same time.

There are six Puzzles (half-term units of work) each with six pieces (lessons). Every year group studies the same puzzle at the same time of the academic year. Each year group is taught one lesson per week, and all lessons are delivered in an age and stage-appropriate way so that they meet children's needs.

P.S.H.E lessons are part of the weekly timetable for every class in addition to wellbeing foci in collective worship and other wellbeing activities.

To find out more about Jigsaw please visit their website [www.jigsawpshe.com](http://www.jigsawpshe.com)

## Relationships & Sex Education

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term and meet the statutory requirements for this area of the curriculum.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with the parent/guardian by the child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

For further information about how RSE is taught at St Mary's please read our PSHE and RSE policy on our policies page of the school website.

Through our PSHE curriculum:

- Pupils increase **emotional literacy** and are more able to identify, understand, express and **manage their emotions**.
- Children improve **social skills** and relationships with better listening, communication, cooperation and empathy.
- Pupils develop **resilience**, self-esteem and confidence making them more capable of handling challenges and setbacks.
- They apply learning to real life situations; children use PSHE ideas in their daily life (school, friendships, family, community).
- All pupils have better wellbeing, mental health awareness and self-care by developing understanding and strategies to look after their mental and physical wellbeing.



# The Non-Negotiables

We teach PHSE for 30 minutes each week.

- Every lesson must have a clear, shared learning intention.
- Jigsaw Charter: agree and display class rules for respect, listening and safety.
- Every Jigsaw lesson follows the same 6-part structure:
  - Connect us* (an activity to build community and readiness)
  - Calm me* (mindfulness practice to settle focus)
  - Open my mind* (prepare for new learning)
  - Tell me or show me* (introduce new content)
  - Let me learn* (children work with the new content in a creative/interactive way)
  - Help me reflect* (consolidation and assessment for learning)
- Progression & Assessment: teach the puzzles in order and use the built-in assessment opportunities.
- Safeguarding: be alert to disclosures and reinforce confidentiality boundaries.
- Teacher or peer modelling.
- Adaptations must be in place for pupils with SEND or additional needs.

# Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Reception</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Jobs Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Year 1</b>	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 the differences in everyone	Setting goals Identifying successes and achievements Working well and celebrating achievement with a partner Tackling new challenges Identifying & overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	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
<b>Year 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions & stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Year 3</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	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	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Year 4</b>	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
<b>Year 5</b>	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 Racism 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 & boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Year 6</b>	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 Sexing Transition

# Supporting the EYFS Statutory Framework

EYFS PSED Goal	Jigsaw Unit / Theme	Example Activities
<b>Self-regulation / managing feelings</b>	Calm Me (part of each lesson)	Mindfulness, breathing exercises, emotion check-ins, reflective circle time
<b>Understanding own feelings &amp; those of others</b>	Being Me / Celebrating Difference	Storytelling, puppets, role play, discussion of feelings, recognising emotions in self and others
<b>Building positive self-image &amp; confidence</b>	Being Me	Sharing achievements, setting simple goals, celebrating successes, "All about me" activities
<b>Forming relationships &amp; friendships</b>	Relationships / Celebrating Difference	Cooperative games, turn-taking, sharing activities, conflict resolution role play
<b>Developing empathy &amp; respect for others</b>	Celebrating Difference	Exploring diversity, learning about differences, kindness activities, group discussions
<b>Health, hygiene &amp; wellbeing</b>	Healthy Me	Handwashing routines, healthy eating discussions, exercise, understanding sleep and self-care
<b>Foundation for safe relationships</b>	Relationships	Understanding safe vs unsafe behaviours, respecting personal boundaries, sharing ideas about trust
<b>Play-based learning / experiential learning</b>	Across all units	Indoor/outdoor play, creative role play, practical activities integrated into continuous provision
<b>Vocabulary and communication development</b>	Across all units	Teaching feeling words, discussion, storytelling, collaborative problem-solving, using relational language

Personal, Social, Emotional Development									
	Subject	Year one progression link	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	ELG
Self-Regulation, Managing Self and Building Relationships	PSHE	<p><b>Being me in my world:</b> Children learn to- Feel special and safe Be part of a class Understand rights and responsibilities Be rewarded and feel proud Understand consequences Own their learning charter</p> <p><b>Celebrating Difference</b> Children learn to- Identify similarities and differences Understand bullying and know how to deal with it Make new friends Celebrate the differences in everyone</p> <p><b>Dreams and Goals</b> Children learn to- Set goals Identify successes and achievements Identify learning styles Work well and celebrate achievement with a partner Tackle new challenges Identify and overcome obstacles Feel success</p> <p><b>Healthy Me</b> Children learn to- Keep myself healthy Healthier lifestyle choices Keep clean Be safe Medicine safety/safety with household items Road safety Link health and happiness</p>	<p><b>Being Me in My World</b> Children learn to- Self-identify. Understand feelings. Be in the classroom. Be gentle. Their rights and responsibilities</p>	<p><b>Celebrating Difference</b> Children learn to- Identify talents. Feel special. About families. Understand where we live. Make friends. Stand up for yourself.</p>	<p><b>Dreams and Goals</b> Children learn to- Challenge themselves Persevere Set goals Overcome obstacles Seek help About jobs Achieve goals</p>	<p><b>Healthy Me</b> Children learn to- Exercise their bodies Understand physical activity About healthy food Understand the importance of sleep Keep clean Be safe</p>	<p><b>Relationships</b> Children learn to- Understand family life, friendships and breaking friendships/falling out Deal with bullying Be a good friend.</p>	<p><b>Changing Me</b> Children learn to- Understand their bodies Respect my body Grow up Understand growth and change Understand fun and fears Understand celebrations.</p>	<p><b>Self-Regulation:</b> -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self:</b> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> -Work and play cooperatively and take turns with others.</p>

# EYFS Overview

		<p><b>Relationships:</b>          Children learn to-          Belong to a family          Make friends/be a good friend          Physical contact preferences          About people who help us          Identify quantities of a friend and person          Self-acknowledge          Be a good friend to myself          Celebrate special relationships</p> <p><b>Changing Me:</b>          Children learn to--          Understand life cycles- animal and human          Understand changes in me          Know changes from being a baby          See differences between males and female bodies (correct terminology)          Link growing and learning          Cope with change          Transition</p>							<p>-Form positive attachments to adults and friendships with pe</p>
<p><b>Key Vocabulary</b></p>	<p>Families, Mum, Dad, brother, sister, grandparents, auntie, uncle, cousin, friendship, respect, change, celebrate, exercise, healthy, talents, rights, responsibilities, challenge, goals, achieve, bodies, growing, fears</p>								

# Progression of Skills



## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 5-6

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. The table below draws out the spiral knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> </ul>	<ul style="list-style-type: none"> <li>Recognise things that they do well</li> <li>Explain how they learn best</li> <li>Celebrate an achievement with a friend</li> <li>Recognise their own feelings when faced with a challenge</li> <li>Recognise their own feelings when they are faced with an obstacle</li> <li>Recognise how they feel when they overcome an obstacle</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>What goals have they set?</li> <li>What goal were they proud of?</li> <li>What do you do when you are faced with a challenge?</li> <li>How do you feel when you are faced with a goal?</li> <li>How can we work together?</li> <li>How does Jigsaw help you?</li> <li>Can you tell us about a time you were successful?</li> </ul>
<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss how to do this well.</p>			
<p><b>Key Vocabulary</b> Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team Spirit, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>			



## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 8-9

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. The table below draws out the spiral knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know what their own hopes and dreams are</li> <li>Know that hopes and dreams don't always come true</li> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>Know how to make a new plan and set new goals even if they have been disappointed</li> <li>Know how to work out the steps they need to take to achieve a goal</li> <li>Know how to work as part of a successful group</li> <li>Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about their hopes and dreams and the feelings associated with these</li> <li>Can identify the feeling of disappointment</li> <li>Can identify a time when they have felt disappointed</li> <li>Be able to cope with disappointment</li> <li>Help others to cope with disappointment</li> <li>Can identify what resilience is</li> <li>Have a positive attitude</li> <li>Enjoy being part of a group challenge</li> <li>Can share their success with others</li> <li>Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>What are your hopes and dreams?</li> <li>Can you identify a time when you have felt disappointed?</li> <li>How do you cope with disappointment?</li> <li>How do you help others to cope with disappointment?</li> <li>What is resilience?</li> <li>How do you have a positive attitude?</li> <li>How do you enjoy being part of a group challenge?</li> <li>How do you share your success with others?</li> <li>How do you store feelings of success?</li> </ul>
<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. They reflect on their successes and the feelings associated with achieving their goals.</p>			
<p><b>Key Vocabulary</b> Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>			



## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 9-10

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. The table below draws out the spiral knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

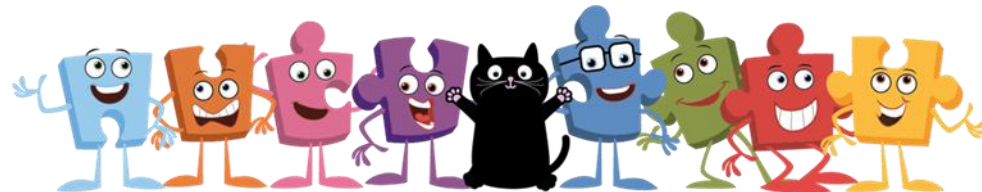
DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know that they will need money to help them to achieve some of their dreams</li> <li>Know about a range of jobs that are carried out by people I know</li> <li>Know that different jobs pay more money than others</li> <li>Know the types of job they might like to do when they are older</li> <li>Know that young people from different cultures may have different dreams and goals</li> <li>Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>Know ways that they can support young people in their own culture and abroad</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise what they would like their life to be like when they are grown up</li> <li>Appreciate the contributions made by people in different jobs</li> <li>Appreciate the opportunities learning and education can give them</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>Appreciate the differences between themselves and someone from a different culture</li> <li>Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>What are your dreams and goals?</li> <li>Why might you need money to help you achieve your dreams and goals?</li> <li>What jobs are you interested in doing when you are a grown-up?</li> <li>How much do each of these jobs pay?</li> <li>Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own?</li> <li>Shall I share with you what my dreams and goals were when I was at school?</li> <li>What are the differences and similarities between you and someone from a different culture?</li> <li>How does Jigsaw help you pause and reflect?</li> <li>Does Calm Me Time have a positive effect on you?</li> </ul>
<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>			
<p><b>Key Vocabulary</b> Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>			

A progression of skills document is used from Jigsaw. These give an indication of how each discipline meets the National Curriculum objectives while allowing each year group to see prior knowledge and understanding and their expected next steps.



# Barriers To and Solutions for Engagement, Progress and Achievement

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Difficulty hearing discussions</li> <li>• Missing social cues</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty accessing visual stimuli (videos, images, role-play materials)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with role-play, drama, fine motor tasks (e.g., drawing posters)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty recalling social rules</li> <li>• Step-by-step processes</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory overload in group work</li> <li>• Difficulty understanding abstract concepts like emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty maintaining focus during circle time</li> <li>• Impulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle understanding cause/effect of behaviour</li> <li>• Difficulty expressing feelings clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Difficulty managing emotions</li> <li>• Reluctance to share in discussions</li> </ul>
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> <li>• Use subtitles</li> <li>• Sign-supported English</li> <li>• Key vocabulary lists</li> <li>• Clear seating positions</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged/emphasised visuals</li> <li>• Tactile resources</li> <li>• Audio description</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternative recording methods</li> <li>• Structured role-play</li> <li>• Simplified tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Pre-teaching/post-teaching key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Clear structure</li> <li>• Social stories</li> <li>• Visual emotion prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Step-by-step instructions</li> <li>• Frequent check-ins</li> <li>• Movement breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphic organisers</li> <li>• Sentence starters for expressing emotions</li> <li>• Word banks</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Structured sharing time</li> <li>• Supportive modelling</li> <li>• Calm-down strategies</li> </ul>





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