

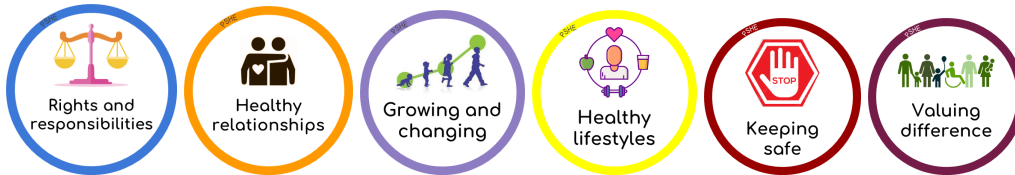
PSHE Curriculum Progression
Peasedown St John School

“Education breeds confidence; confidence breeds hope; hope breeds peace.” (Confucius)

Our pupils will have opportunities to explore questions so that they can make compassionate and informed decisions about themselves, their communities and the world and be happy, healthy and considerate members of society.

The Big Ideas

The Big Ideas in PSHE roughly match the Jigsaw Puzzle Pieces (topics) which we use as our PSHE scheme.



The Statutory Curriculum for RSHE

The Curriculum for RSE covers the following areas:

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

The Curriculum for Health and Wellbeing Education covers the following areas:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

PSHE Curriculum Progression
Peasedown St John School

We teach PSHE through the Jigsaw PSHE Programme which is a spiral curriculum that re-visits topics each year, recalling, and building on, previous work:

- Being Me in My World
- Celebrating Difference
- Healthy Me
- Dreams and Goals
- Relationships
- Changing Me

All objectives from the Statutory Curriculum for RSHE are covered, and most are revisited in a range of contexts within and across years. However, each of the six Jigsaw topics stands alone which means that we can adapt the scheme to suit the needs of the children. As a result, we teach 'Healthy Me' in Term 3 and 'Dreams and Goals' in Term 4, to allow us to make meaningful links with National Careers Week.

Links to whole school curriculum drivers

	<i>EYFS</i>		<i>KS1</i>		<i>LKS2</i>		<i>UKS2</i>	
	<i>N</i>	<i>R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Community links - local and global, diversity and commonality</i>			National Careers Week Anti-Bullying Week Black History Month	National Careers Week Anti-Bullying Week Black History Month	National Careers Week Anti-Bullying Week Black History Month	National Careers Week Anti-Bullying Week Black History Month	Mini Police National Careers Week Anti-Bullying Week Black History Month	Grow a Pound National Careers Week Anti-Bullying Week Black History Month
<i>Visits, opportunities and experiences (these work on a rolling 2-3 year programme)</i>			Online talk from the Canals and Rivers Trust. Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly	NSPCC visit Online talk from the Canals and Rivers Trust. Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly	Online talk from the Canals and Rivers Trust. Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly	Online talk from the Canals and Rivers Trust. Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly	Visit from RSPCA, local police and e-safety expert NSPCC visit Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly	Stand Against Violence workshop Police visit (County Lines and CCE) LifeSkills visit - if we can get in - or Fire Service Visit Visit from RSPCA and e-safety expert Air Ambulance First Aid training (linked to the PSHE curriculum) Fire and Water safety assembly

PSHE Curriculum Progression
Peasedown St John School

<i>Possible high quality books - fiction and non-fiction</i>		The Smeds and the Smoos? What happened to You? All are Welcome	But Why Can't I? The Friendship Bench Do Not Lick this Book Who are You? The Same, but Different	The Election Dogs Don't do Ballet Meesha Makes Friends Penguin Pig (important online safety message)	We are All Born Free After the Fall Rosie Revere, Engineer Troll Stinks Leaf On Sudden Hill The Girl Who Never Made Mistakes	Sofia Valdez, Future Prez Badger's Parting Gifts Home Ground Can I Build Another Me? The Wild Robot	Children Who Changed the World Staying Safe Online The Barnabus Project My Name is not Refugee Max and the Millions I like... what jobs are there series	Michael Rosen's Sad Book How to Be Me Emmanuel's Dream The Invisible (simple picture book but lots of scope for discussion about injustice, contributing to society)
---	--	--	--	---	--	---	--	---

Laying the foundations in Early Years

Children in our Early Years classes are taught the foundational skills of personal, social and emotional development through the areas 'Sense of Self'. 'Understanding Emotions' and 'Making Relationships'.

Disadvantaged and SEND Pupils

Some pupils may have experiences which make certain PSHE lessons difficult. Teachers are expected to be aware of children who may need support before taking part in lessons about (for example) bereavement, alcohol abuse, drugs or eating disorders.

Pupils with SEND may struggle to record their ideas in PSHE but have a good understanding of the content covered. Working with a partner who scribes the group's ideas or having the teacher scribe their thoughts can overcome that barrier. Difficulties with writing should not hinder a child from demonstrating their understanding in PSHE lessons.

In RSE lessons, the vocabulary can be challenging. Use of word banks, pre-teaching or a more simplified list of technical vocabulary can be used to ensure that this is not a barrier to the children understanding the changes that will occur during puberty.

Greater Depth

Lessons should allow children to explore issues at a greater depth, to ask questions that they wish to discuss and to apply their understanding in new contexts. The Jigsaw scheme assessment sheets outline what working at a greater depth may look like in lessons, so that teachers can allow opportunities for children to explore and demonstrate this.

Assessment for and of learning

Teachers will continually make assessments of the children's understanding in lessons and adapt their teaching accordingly. Issues that arise in class, school, the local community or the world may also prompt teachers to make informal assessments of the children's understanding and needs and provide opportunities to recall knowledge, address misconceptions or explore issues already covered at a greater depth.

Children will be encouraged to self-assess at the end of each lesson, reflecting on their learning and their understanding (which may not be recorded in books).

Teachers will complete a Jigsaw summary assessment sheet for each child at the end of each unit, circling or highlighting the descriptions that best fit the child's attainment and making comments if necessary. This will indicate if a child is working within, towards or at greater depth in, the expected standard. Each unit of Jigsaw contains a

PSHE Curriculum Progression
Peasedown St John School

statement describing the learning of a child at ARE (the first part describes the knowledge and the second part the personal development indicators).

End of phase expectations

The Statutory Curriculum for Relationships and Health Education details what pupils should know by the end of primary school.

[Relationships education \(Primary\) - GOV.UK](#)

[Physical health and mental wellbeing \(Primary and secondary\) - GOV.UK](#)