







## Challenge, Equality & Opportunity

### PSHE

#### Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others.</p> <p>Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>

## PSHE Intent

### *We can build knowledge and skills*

Provide a PSHE curriculum that is ambitious and develops the whole child.

Develop a deep understanding of the six main 'Jigsaw Pieces' of our PSHE curriculum – Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships and Changing Me.

Develop communication skills and support emotional wellbeing which will benefit children's learning in all areas of the curriculum.

Educate responsible, confident and emotionally aware children who find their place in society as good citizens and develop an ambition to create a better world.

### *We are Creative*

We enrich children's experiences by using 'Jigsaw characters' to engage the children and make lessons memorable.

Appreciate the importance of communication skills and emotional health and wellbeing in themselves and others.

Learn to express feelings and to communicate through a range of effective methods e.g. talking; writing and singing.

Children discuss their thoughts, feelings and experiences in a 'safe' environment each lesson.

### *We are Resilient*

Ask questions and challenge their own views and thinking.

Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards a diverse society.

Encourage children to have dreams, to set and achieve goals and to understand that being resilient and overcoming challenges and obstacles can be a learning process.

Learning is applied to real life situations that the children experience in Havannah First School or at home. This enables children to become more resilient and problem solve independently by giving learning a purpose.

We are curious to learn about ourselves and other people. We understand that everybody is different and that is one of the reasons why the world is such a special place.

### *We Understand Ourselves and Each Other*

Develop effective communication skills to explain their thinking and point of view and to suggest challenges that themselves and others may feel.

Promote the importance of empathy, acceptance and an ambition to create a better world for themselves and others around them.

Children are encouraged to be courageous and to respect and be empathetic towards others. They are supported to have ambition, recognise their own value and that of others in an inclusive school, family and wider society.

Work collaboratively and discuss ideas to develop their communication and critical thinking skills.

Give children the language, knowledge and confidence to do the right thing and encourage others to do the same.

## PSHE Implementation

We follow the online Jigsaw scheme which is continuously updated and developed by primary PSHE specialists. Detailed lesson plans and resources support non-specialists and ensure consistency between classes. All of the lessons can be easily adapted to suit individual children's needs.

### Statutory Relationship and Health Education (DfE, England 2019)

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. using Calm Me (mindfulness techniques).

Documents on the website map how Jigsaw covers the statutory expectations and sample policies help schools to update theirs. Jigsaw values every child and so takes inclusivity as a given, promoting acceptance of individuals for who they are and who they will become. Please see the position paper and parent leaflet on the Community Area for our approach to LGBT+ relationships.

More information about the relationship between the curriculum and the school's plans can be found in the Long Term Plan for PSHE.

### Progression in PSHE

	R	Year 1	Year 2	Year 3	Year 4
Knowledge					
<b>Being Me in My World</b>	<p>Understand how it feels to belong and that they are similar and different.</p> <p>Start to recognise and manage their feelings.</p> <p>Enjoy working with others to make school a good place to be.</p> <p>Understand why it is good to be kind and use gentle hands.</p> <p>Start to understand children's rights and this means they should all be</p>	<p>Explain why their class is a happy and safe place to learn.</p> <p>Understand the rights and responsibilities as a member of their class.</p> <p>Understand the rights and responsibilities for being a member of their class.</p> <p>Know that their views are valued and can contribute to the Learning Charter.</p> <p>Recognise the choices they make and understand the consequences.</p> <p>Understand their rights and</p>	<p>Explain why their behaviour can impact on other people in their class.</p> <p>Identify some of their hopes and fears for this year.</p> <p>Understand the rights and responsibilities for being a member of their class and school.</p> <p>Understand the rights and responsibilities for being a member of their class.</p>	<p>Explain how their behaviour can affect how others feel and behave.</p> <p>Recognise their worth and can identify positive things about themselves and their achievements.</p> <p>Face new challenges positively, make responsible choices and ask for help when they need it.</p> <p>Understand why rules are needed and how they</p>	<p>Explain why being listened to and listening to others is important in their school community.</p> <p>Know that their attitudes and actions make a difference to the class team.</p> <p>Understand who is in my school community, the roles they play and how they fit in.</p> <p>Understand how democracy works through the School Council.</p>

	<p>allowed to learn and play.</p> <p>Learn what being responsible means.</p>	<p>responsibilities within their Learning Charter.</p>	<p>Listen to other people and contribute their own ideas about rewards and consequences.</p> <p>Understand how following the Learning Charter will help them and others learn.</p> <p>Recognise the choices they make and understand the consequences.</p>	<p>relate to rights and responsibilities.</p> <p>Understand that their actions affect themselves and others and they care about other people's feelings.</p> <p>Make responsible choices and take action.</p> <p>Understand that their actions affect others and try to see things from their points of view.</p>	<p>Understand that their actions affect themselves and others; they care about other people's feelings and try to empathise with them.</p> <p>Understand how groups come together to make decisions.</p> <p>Understand how democracy and having a voice benefits the school community.</p>
<b>Celebrating Difference</b>	<p>Identify something they are good at and understand everyone is good at different things.</p> <p>Understand that being different makes everybody special.</p> <p>Know that they are all different but the same in some ways.</p> <p>Can tell you why they think their home is special to them.</p> <p>Can tell you how to be a kind friend.</p> <p>Know which words to use to stand up for themselves when someone says or does something unkind</p>	<p>Tell you some ways that they are different and similar to other people in their class and why this makes them special.</p> <p>Identify similarities between people in their class.</p> <p>Identify differences between people in their class.</p> <p>Explain what bullying is.</p> <p>Know some people who they could talk to if they were feeling unhappy or being bullied.</p> <p>Know how to make new friends.</p> <p>Tell you some ways they are different from their friends.</p>	<p>Explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>Start to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>Understand that bullying is sometimes about difference.</p> <p>Recognise what is right and wrong and know how to look after themselves.</p> <p>Understand that it is OK to be different from other people and</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Understand that everybody's family is different and important to them.</p> <p>Understand that differences and conflicts sometimes happen among family members.</p> <p>Know what it means to be a witness to bullying.</p> <p>Know that witnesses can make the situation better or worse by what they do.</p> <p>Recognise that some words are</p>	<p>Tell you a time when their first impressions of someone changed as they got to know them.</p> <p>Understand that, sometimes, we make assumptions based on what people look like.</p> <p>Understand what influences them to make assumptions based on how people look.</p> <p>Know that sometimes bullying is hard to spot and know what to do if they think it is going on but are not sure.</p> <p>Tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>Identify what is special about them</p>

			<p>to be friends with them.</p> <p>Tell you some ways they are different from their friends.</p>	<p>used in hurtful ways.</p> <p>Tell you about a time when their words affected someone's feelings and what the consequences were.</p>	<p>and value the ways in which they are unique.</p> <p>Tell you a time when their first impression of someone changed when they got to know them.</p>
<b>Dreams and Goals</b>	<p>Understand that if they persevere they can tackle challenges.</p> <p>Tell you about a time they didn't give up until they achieved their goal.</p> <p>Set a goal and work towards it.</p> <p>Use kind words to encourage people.</p> <p>Understand the link between what they learn now and the job they might like to do when they're older.</p> <p>Say how they feel when they achieve a goal and know what it means to feel proud.</p>	<p>Explain how they feel when they are successful and how this can be celebrated positively.</p> <p>Set simple goals.</p> <p>Set a goal and work out how to achieve it.</p> <p>Understand how to work well with a partner.</p> <p>Tackle a new challenge and understand that this might stretch their learning.</p> <p>Identify obstacles which make it more difficult to achieve their new challenge and can work out how to overcome them.</p> <p>Tell you how they felt when they succeeded in a new challenge and how they celebrated it.</p>	<p>Explain how they played their part in a group and the parts other people played to create a product.</p> <p>Choose a realistic goal and think about how to achieve it.</p> <p>Carry on trying (persevering) even when they find things difficult.</p> <p>Recognise who they work well with and who it is more difficult for them to work with.</p> <p>Work well in a group.</p> <p>Tell you some ways they worked well with their group.</p> <p>Know how to share success with other people.</p>	<p>Explain the different ways that help them learn and what they need to do to improve.</p> <p>Tell you about a person who has faced difficult challenges and achieved success.</p> <p>Identify a dream/ambition that is important to them.</p> <p>Enjoy facing new learning challenges and working out the best ways to achieve them.</p> <p>Be motivated and enthusiastic about achieving their new challenge.</p> <p>Recognise obstacles which might hinder their achievement and can take steps to overcome them.</p> <p>Evaluate their own learning process and identify how it can be better next time.</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Tell you about some of their hopes and dreams.</p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment.</p> <p>Know how to make a new plan and set new goals even if they have been disappointed.</p> <p>Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>Identify the contributions made by themselves and others to the group's achievement.</p>

<p><b>Healthy Me</b></p>	<p>Understand that they need to exercise to keep their body healthy.</p> <p>Understand how moving and resting are good for their body.</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>Know how to help themselves go to sleep and understand why sleep is good for them.</p> <p>Wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet.</p> <p>Know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>Explain why they think their body is amazing and identify a range of ways to keep it safe and healthy.</p> <p>Understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know how to keep themselves clean and healthy, and understand how germs cause disease/illness.</p> <p>Understand that medicines can help them if they feel poorly and know how to use them safely.</p> <p>Know how to keep safe when crossing the road, and about people who can help them to stay safe.</p> <p>Tell you why they think their body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>Explain why foods and medicines can be good for their body, comparing their ideas with less healthy/unsafe choices.</p> <p>Know what they need to keep their body healthy.</p> <p>Show or tell you what relaxed means and know some things that make them feel relaxed and some that make them feel stressed.</p> <p>Understand how medicines work in their body and how important it is to use them safely.</p> <p>Sort foods into the correct food groups and know which foods their body needs every day to keep them healthy.</p> <p>Make some healthy snacks and explain why they are good for their body.</p> <p>Decide which foods to eat to give their body energy.</p>	<p>Identify things, people and places that they need to keep safe from and can tell you some strategies for keeping themselves safe including who to go to for help.</p> <p>Understand how exercise affects their body and know why their heart and lungs are such important organs.</p> <p>Know that the amount of calories, fat and sugar they put into their body will affect their health.</p> <p>Tell you their knowledge and attitude towards drugs.</p> <p>Identify things, people and places that they need to keep safe from.</p> <p>Identify when something feels safe or unsafe.</p> <p>Understand how complex their body is and how important it is to take care of it.</p>	<p>Recognise when people are putting them under pressure and explain ways to resist this when they want to.</p> <p>Recognise how different friendship groups are formed, how they fit into them and the friends they value the most.</p> <p>Understand there are people who take on the roles of leaders or followers in a group, and they know the role they take on in different situations.</p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>Recognise when people are putting them under pressure and explain ways to resist this when they want to.</p> <p>Know themselves well enough to have a clear</p>
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<b>Relationships</b>	<p>Identify some of the jobs they do in their family and how they feel like they belong.</p> <p>Know how to make friends to stop themselves from feeling lonely.</p> <p>Think of ways to solve problems and stay friends.</p> <p>Start to understand the impact of unkind words.</p> <p>Use 'Calm Me' time to manage their feelings.</p> <p>Know how to be a good friend.</p>	<p>Explain why they have special relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>Identify the members of their family and understand that there are lots of different types of families.</p> <p>Identify what being a good friend means to them.</p> <p>Know appropriate ways of physical contact to greet their friends and know which ways they prefer.</p> <p>Know who can help them in their school community.</p> <p>Recognise their qualities as person and a friend.</p> <p>Tell you why they appreciate someone who is special to them.</p>	<p>Give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships.</p> <p>Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate.</p> <p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>Identify some of the things that cause conflict with their friends.</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is</p>	<p>Explain how their life is influenced positively by people they know and by people from other countries.</p> <p>Identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females.</p> <p>Identify and put into practice some of the skills of friendship e.g. taking turns and being a good listener.</p> <p>Use some strategies for keeping themselves safe online.</p> <p>Explain how some of the actions and work of people around the world help and influence their life.</p> <p>Understand how their needs and rights are shared by children around the world and can identify how their lives may be different.</p> <p>Know how to express their appreciation to their friends and family.</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Recognise situations which can cause jealousy in relationships.</p> <p>Identify someone that they love and can express why they are special to them.</p> <p>Tell you about someone they know that they no longer see.</p> <p>Recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends.</p> <p>Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older.</p> <p>Show love and appreciation to the people and animals who are special to them.</p>

			<p>not good to keep a secret.</p> <p>Express their appreciation for the people in their special relationships.</p>		
<b>Changing Me</b>	<p>Name parts of the body.</p> <p>Tell you some things they can do and foods that they can eat to be healthy.</p> <p>Understand that we all grow from babies to adults.</p> <p>Express how they feel about moving to Year 1.</p> <p>Talk about their worries and/or the things that they are looking forward to about being in Year 1.</p> <p>Share their memories of the best bits of this year in Reception.</p>	<p>Explain the changes that will happen to them as they get older.</p> <p>Start to understand the life cycles of animals and humans.</p> <p>Tell you some things about them that have changed and some things about them that have stayed the same.</p> <p>Tell you how their body has changed since they were a baby.</p> <p>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus.</p> <p>Understand that every time they learn something new they change a little bit.</p> <p>Tell you about changes that have happened in their lives.</p>	<p>Use the correct terms to describe penis, testacies, anus, vagina, vulva and explain why they are private.</p> <p>Recognise cycles of life in nature.</p> <p>Tell you about the natural process of growing from young to old and understand that this is not in their control.</p> <p>Recognise how their body has changed since they were a baby and where they are on the continuum from young to old.</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina and vulva) and appreciate that some parts of their bodies are private.</p> <p>Understand that there are different types of touch and can tell you which</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process.</p> <p>Understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.</p> <p>Understand how babies grow and develop in the mother's uterus.</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Start to recognise stereotypical ideas that they might have about</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm.</p> <p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Know how the circle of change works and can apply it to changes they want to make in their own life.</p>



			<p>ones they like and don't like.</p> <p>Identify what they are looking forward to when they move to their next class.</p>	<p>parenting and family roles.</p> <p>Identify what they are looking forward to when they move to their next class.</p>	<p>Identify changes that have been and may continue to be outside of their control that they have learnt to accept.</p> <p>Identify what they are looking forward to when they move to a new class (school).</p>
<b>Skills</b>					
<b>Being Me in My World</b>	<p>Help others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> <p>Care about other people's feelings.</p> <p>Work well with others.</p> <p>Choose to follow the Learning Charter.</p>				
<b>Celebrating Difference</b>	<p>Accept that everyone is different.</p> <p>Include others when working and playing.</p> <p>Know how to help if someone is being bullied.</p> <p>Try to solve problems.</p> <p>Try to use kind words.</p> <p>Know how to give and receive compliments.</p>				
<b>Dreams and Goals</b>	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p> <p>Work hard to achieve their own dreams and goals.</p>				
<b>Healthy Me</b>	<p>Have made a healthy choice.</p> <p>Have eaten a healthy, balanced diet.</p> <p>Have been physically active.</p> <p>Have tried to keep themselves and others safe.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p> <p>Know how to keep calm and deal with difficult situations.</p>				

Relationships	Know how to make friends.				
	Try to solve friendship problems when they occur.				
	Help others to feel part of a group.				
	Show respect in how they treat others.				
	Know how to help themselves and others when they feel upset or hurt.				
	Know and show what makes a good relationship.				
Changing Me	Understand that everyone is unique and special.				
	Can express how they feel when change happens.				
	Understand and respect the changes that they see in themselves.				
	Understand and respect the changes that they see in other people.				
	Know who to ask for help if they are worried about change.				
	Are looking forward to change.				
Vocabulary					
Being Me in My World	Myself	Special	Hope	Goals	Democracy
	Feelings	Safe	Fear	Self-worth	Motivation
	Being gentle	Community	Fair	Positivity	Class citizen
	Rights	Consequences	Valuing contributions	Challenges	Perspectives
	Responsibilities	Rewards	Choices	Perspectives	Voice
					Peer pressure
Celebrating Difference	Talents	Similarities	Assumptions	Diverse families	Judgement
	Families	Differences	Stereotypes	Family conflict	Appearance
	Home	Bullying	Gender	Child-centred	Acceptance
	Friends	Celebrating	Gender diversity	Compliments	Influences
	Standing up for myself			Witness	Impressions
				Solutions	
Dreams and Goals	Challenges	Success	Realistic	Ambitions	Disappointment
	Perseverance	Achievement	Strengths	Enthusiasm	Overcoming
	Jobs	Learning styles	Cooperation	Managing feelings	Resilience
	Help	Overcoming obstacles	Contributing	Budgeting	Positive attitude
Healthy Me	Exercise	Medicine	Relaxation	Food labelling	Healthy friendships
	Healthy food	Medication	Nutrition	Healthy choices	Smoking
	Physical activity	Road safety	Lifestyle	Online safety	Alcohol
	Sleep			Offline safety	Inner strengths
	Clean				Assertiveness
Relationships	Family life	Belonging	Boundaries	Roles	Jealousy
	Friendship	Physical contact	Secrets	Negotiation	Love/loss

	Falling out	Preferences Celebrations	Trust Appreciation	Diverse lives Impact	Memories Girlfriends Boyfriends
<b>Changing Me</b>	Bodies Respecting my body Fun Fears Growth	Life cycles (animal/human) Male Female Changes	Life cycles (plants) Young Old Independence	Internal External Needs	Being unique Body changes Transition Accepting change Having a baby

PSHE is taught as part of the continuous provision and as discrete lessons in Reception. In Key Stages One and Two, there are six units for each year group, each unit consists of 5 or 6 lessons which are usually taught discretely. It can be taught weekly across six half terms or some units can be delivered on a PSHE focus day or across several afternoons. We have built in flexibility to ensure that PSHE is not 'squeezed' out of the busy curriculum. The Jigsaw Scheme brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. The program is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This, generating a whole school focus for adults and children alike.

Please see the Long Term Plan for PSHE for more information.

### **A Typical PSHE Lesson at Havannah First School**

Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

**PSHE lessons in Key Stage One and Two at Havannah First School follow the Jigsaw PSHE lesson structure which is as follows:**

**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.

**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.

Lesson structures can vary to suit the content and the objective.

Children will largely work within the classroom setting, with our school nurse working with each class at least once a year.

Children will complete their work in their PSHE book. PSHE and RE lessons are evidenced in the same workbook, with RE work at the front of the book and PSHE at the back. Snapshots of lessons will often be posted on Twitter too.

Vocabulary is built upon and used in each lesson. Expectations of the vocabulary that is expected to be learned and used is also included as part of the Long Term Plan.

<https://jigsawpshe.online/welcome/>

<https://pshe-association.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.getsafeonline.org/>

<https://www.stopbullying.gov/kids>

<https://www.childnet.com/resources/looking-for-kidsmart/>

<https://www.bbc.com/ownit>

<https://www.clickview.co.uk/primary/pshe/>

