



St. Stephen's Junior School

Curriculum Overview: PSHE

Curriculum Intent:

At St. Stephen's Junior, we are committed to a high-quality curriculum which will engage, inspire and challenge our pupils whilst equipping them with the knowledge and skills to experiment, invent and create their own work. For PSHE, we use the Jigsaw scheme of learning which highlights the key themes of health and wellbeing.

The scheme ensures everything necessary is being covered to support children's mental health and wellbeing. The learning objectives are clear and demonstrate progress within the different units throughout the year groups. The children's mental health and wellbeing are so important to our school, even more so since the Covid-19 pandemic. PSHE lessons provide a space where children feel comfortable to open up to discuss a range of important matters.

The PSHE Jigsaw scheme of learning is taught through six units of work known as puzzles. Each puzzle has key objectives based on 'knowledge' and 'social and emotional skills' which are sequenced to be built on the following years. These units/puzzles are:

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



Progression in learning:

To ensure a progression in development of knowledge and the important skills associated with PSHE, each child will spend a term focusing on one of the puzzles (units). Children will be introduced to the puzzle in Year 3 and then they will build on their understanding within each puzzle as they progress through the school to Year 6. Objectives focus on both “knowledge” and “social and emotional skills”.

Examples of this progression are shown on the next pages for the ‘Being Me in My World’ unit.

Knowledge and Skills progression (example)

Puzzle 1: Being Me in My World

Year 4

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<p>Ages 8-9</p>	<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Can you tell me about Calm Me time?
<p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p>Key Vocabulary Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>			

Year 6

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions 	<ul style="list-style-type: none"> • How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? • What are some of your hopes and dreams? • What are some of the Universal Rights that all children share across the world? • What have you learnt about children's lives in other parts of the world? What do you think and feel about this? • Are your wants and needs similar or different from other children in the world? • Why do we have laws in this country? • What is a role model? Can you think of some good examples?
<p>In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p>Key Vocabulary Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>			