

## PSHE: Knowledge, Skills and Understanding Progression Document

### PSHE Curriculum Aims

At Violet Way Academy we aim to support all pupils to develop the knowledge, skills and understanding they need to help them manage life and learning effectively, now and in the future.

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Every school needs to have a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils, prepares them for the opportunities, responsibilities and experiences of later life' and promotes British values.



### Jigsaw PSHE

We have chosen to use the Jigsaw PSHE scheme to deliver PSHE lessons across the school because it is a comprehensive Scheme of Work for the whole school: EYFS Reception, Year 1 and Year 2. It brings together PSHE education, emotional literacy, mindfulness, social skills, Relationships and Health Education and spiritual development in a comprehensive scheme of learning. Jigsaw's philosophy of inclusion and valuing all children links perfectly with our own values and approaches at Violet Way Academy.

Jigsaw PSHE is designed as a whole school approach, with all year groups working on the same theme ('Puzzle') at the same time. This enables each 'Puzzle' (unit) to start with an introductory assembly, generating a whole school focus for adults and children alike. All the 'Pieces' (lessons) of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world. Throughout the scheme, children are encouraged to reflect their learning in PSHE in their own behaviour and attitudes.

### Promoting British Values and SMSC

Jigsaw contributes to the British Values agenda significantly, both through the direct teaching of information and through the experiential learning children enjoy. The 5 strands of the British Values agenda have been mapped across every 'Puzzle' (unit) and every 'Puzzle Piece' (lesson). SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout the scheme.

We make links in our whole school assemblies to the Jigsaw themes being taught and applied through the PSHE curriculum. We are proud of the way we promote emotional wellbeing for all our pupils through our Jigsaw programme, our school values and throughout our curriculum.

The Jigsaw PSHE British Values and SMSC grids to provide a quick visual reference and summary of where British values, SMSC and opportunities to develop emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings) sit within the Jigsaw PSHE scheme of work. These can be viewed on our school website.

### What is Relationships and Health Education?

There are four main aims for teaching RHE within the context of Primary School PSHE (Personal, Social, Health Education):

1. To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
2. To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
3. To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
4. To empower them to be safe and safeguarded

### What will my child actually be taught in Relationships and Health Education?

The Jigsaw PSHE scheme also includes relationship and health education units of work aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter of fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, and to learn about families, friendships and healthy relationships.

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively. The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe, and it helps them make healthy decisions later in life. Each year group will be taught appropriate to their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate. Any questions asked outside the remit of that year group's programme, would not be answered.

Jigsaw’s rationale for what is taught when

We believe that knowledge empowers and protects children as long as it is age-appropriate. Correct terminology for body parts is introduced to normalise biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Year Group Coverage for the ‘Changing Me’ unit:

- EYFS Reception - Growing up: how we have changed since we were babies
- Year 1 - Boys’ and girls’ bodies; naming body parts
- Year 2 - Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Each PSHE lesson will provide an opportunity to explore, build knowledge and understanding, and encourage children to reflect. Children are taught to respect each other's views and opinions.

The Overview for our PSHE curriculum is below:



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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 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
Ages 5-6	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 Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and 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
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and 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