

Welcome

- THERE WILL BE TIME FOR QUESTIONS AT THE END.
- THIS SESSION WILL BE RECORDED FOR THOSE WHO CAN'T ATTEND.
- THANK YOU FOR YOUR SUPPORT.

Jigsaw – Personal and Social Health Education

Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Jigsaw – Personal and Social Health Education

Jigsaw's Units of Work (Puzzles) are:



1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.



2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.



4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.



6. Changing Me

This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

National Curriculum

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about **what a relationship is**, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Government guidance - Primary schools

National Curriculum

EYFS – compulsory

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Relationship and Sex Education

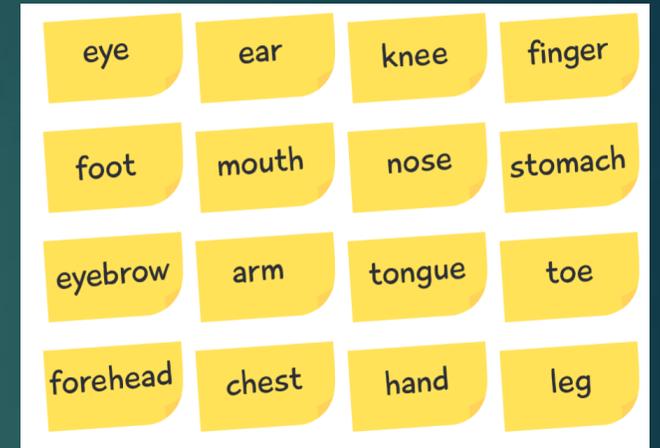
EYFS - Relationships

Weekly Celebration	Pieces	Learning Intentions
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends! Part 1	I know how to make friends to stop myself from feeling lonely
Help others to feel part of a group	3. Make friends, make friends, never ever break friends! Part 2	I can think of ways to solve problems and stay friends
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend

Relationship and Sex Education

EYFS – Changing Me

Weekly Celebration	Pieces	Learning Intentions
Understand that everyone is unique and special	1. My Body	I can name parts of the body
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception





Questions

PLEASE SEE CLASS TEACHERS FOR FURTHER INFORMATION.
THIS POWER POINT WILL BE SHARED ON OUR WEBSITE.