

# Welcome



## EXPECTATIONS

- PLEASE DO NOT SHARE PERSONAL INFORMATION ABOUT YOURSELF OR OTHERS.
- THIS IS A SAFE PLACE TO SPEAK AND FOR US TO LISTEN AS A SCHOOL AND COMMUNITY.
- ANYTHING SHARED NOW OR LATER WILL BE CONFIDENTIAL.
- 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

## Key Stage 1 – compulsory

### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Year 2

- notice that animals, including humans, have offspring which grow into adults (They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)



# Relationship and Sex Education

## KS1 - Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Know how to make friends	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
Help others to feel part of a group	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

# Relationship and Sex Education

## KS1 – Changing me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus	I respect my body and understand which parts are private
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, ) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Why do they need to know these words?



# Questions

PLEASE SEE CLASS TEACHERS FOR FURTHER INFORMATION.

THIS POWER POINT WILL BE SHARED ON THE WEBSITE