

Below outlines the learning focus for each term

## Learning Outcomes For Key Stage 2

### Being me in My world

- 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

### Celebrating Differences

- Know that people can hold power over others individually or in a group
- Know that power can play a part in a bullying or conflict situation
- Know that there are different perceptions of 'being normal' and where these might come from
- Know that difference can be a source of celebration as well as conflict

### Dreams and Goals

- Know their own learning strengths
- Know what their classmates like and admire about them
- Know a variety of problems that the world is facing
- Know some ways in which they could work with others to make the world a better place

### Healthy Me

- Know how to take responsibility for their own health
- Know what it means to be emotionally well
- Know how to make choices that benefit their own health and well-being
- Know that some people can be exploited and made to do things that are against the law
- Know why some people join gangs and the risk that this can involve

### Relationships

- Know that it is important to take care of their own mental health
- Know ways that they can take care of their own mental health
- Know the stages of grief and that there are different types of loss that cause people to grieve

### Changing Me (Relationships & Sex and Health Education)

- To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- To recognise how I feel when I reflect on the development and birth of a baby.
- To distinguish between healthy and unhealthy sexual behaviour.
- To increase awareness of animal and human life cycles; changes since being a baby; differences between male and female bodies (correct terminology); linking growing and learning; coping with change; transition to KS3.

### Social & Emotional

- To show good listening skills
- Be able to work co-operatively
- To know how to stand up for themselves when they need to when/if bullied
- To desire to make healthy lifestyle choices

- To recognise ways they can develop their own self-esteem
- To express how they feel about the changes that will happen to them during puberty

#### Mental well-being

- To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- To be able to confidently ask someone to stop if they are being hurt or frightened
- To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- To know how to make informed choices and be enterprising and ambitious

Term	Learning Focus		Cross-Curricular Links
	Knowledge	Skills	
<b>Autumn 1</b> <b>Being Me in My World</b>	<ul style="list-style-type: none"> <li>• To know that my attitudes and actions make a difference to the class team.</li> <li>• To understand who is in the school community, the roles they play and how I fit in.</li> <li>• To understand how democracy works and what rights and responsibilities I have.</li> <li>• To know that having a voice and democracy benefits the school community.</li> <li>• To understand that my actions affect myself and others; I can empathise with other people's feelings.</li> <li>• To know how groups work together to reach a consensus.</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know how groups work together to reach a consensus</li> <li>• Identify the feelings associated with being included or excluded</li> <li>• Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you why it feels good to be included in a group and how it feels to be excluded.</li> <li>• I can tell you how I make people feel welcome and valued.</li> <li>• I can tell you who is in my school community, the roles they play and how I fit in.</li> <li>• I can take on a role in a group and contribute to the overall outcome.</li> <li>• I can tell you what democracy is and how it works through the school council.</li> <li>• I can tell you how having a voice benefits the school community.</li> <li>• I can empathise with others.</li> <li>• I can tell you how rewards and consequences motivate people's behaviour.</li> <li>• I can take on a role in a group and contribute to the overall outcome.</li> </ul>	Music
<b>Autumn 2</b> <b>Celebrating Differences</b>	<ul style="list-style-type: none"> <li>• To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</li> <li>• To know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>• To identify what is special about me and value the ways in which I am unique. Also, to accept people how they are.</li> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you why sometimes people make assumptions based on appearances.</li> <li>• I can try to accept people for who they are.</li> <li>• I can tell you what bullying is.</li> <li>• I can recognise different types of bullying.</li> <li>• I can tell you who to turn for help if I witness a bullying situation.</li> <li>• I can problem-solve a bullying situation with others.</li> <li>• I can tell you what is special about me and to value the ways in which I am unique.</li> <li>• I can write about my qualities and special features.</li> </ul>	Music

<p><b>Spring 1 Dream &amp; Goals</b></p>	<ul style="list-style-type: none"> <li>To be able to tell you about some of my goals and dreams and to understand that sometimes they do not come true and that this can hurt.</li> <li>Know how to make a new plan and set new goals even if they have been disappointed</li> <li>Be able to cope with disappointment</li> <li>To know that reflecting on positive and happy experiences can help me to counteract disappointment.</li> <li>To enjoy being part of a group challenge.</li> <li>To know how to work as part of a successful group and how to share in the success of a group.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about some of my hopes and dreams.</li> <li>I can tell you how it feels to have hopes and dreams.</li> <li>I can show how to solve a situation through role-play.</li> <li>I know how to be resilient and to have a positive attitude.</li> <li>I can tell you what I enjoy about being part of a group.</li> <li>Can identify what resilience is</li> </ul>	<p><b>Music</b></p>
<p><b>Spring 2 Healthy Me</b></p>	<ul style="list-style-type: none"> <li>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</li> <li>To know that there are leaders and followers in groups.</li> <li>To know the facts about smoking and alcohol and its effects on health, particularly the liver</li> <li>To identify feelings of anxiety and fear associated with peer pressure.</li> <li>Know what they think is right and wrong and know ways to resist when people are putting pressure on them</li> <li>Recognise positive and negative feelings in peer situations</li> </ul>	<ul style="list-style-type: none"> <li>I can identify someone I love and can express why they are special to me.</li> <li>I can recognise the changing dynamics between people.</li> <li>I can use kind words when talking to my friends.</li> <li>I can suggest ways on how to handle a difficult situation.</li> <li>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.</li> <li>I can try to give advice to different people on how to be assertive.</li> </ul>	<p>Computing - Creating a Power Point presentation on Hazards or/and on the significance of Comic Relief/Children in Need</p> <p>Music</p>
<p><b>Summer 1 Relationships</b></p>	<ul style="list-style-type: none"> <li>To identify the web of relationships that I am part of, starting from the closest to those more distant.</li> <li>To know some reasons why people feel jealousy.</li> <li>To know how most people feel when they lose something or someone special.</li> <li>To know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.</li> <li>To explain different points of view on an animal rights issue.</li> <li>I know how to show love and appreciation to the people and animals who are special to me.</li> </ul>	<ul style="list-style-type: none"> <li>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.</li> <li>I can talk about the people who are special to me and express why they are special to me.</li> <li>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.</li> <li>I can talk about my souvenir and why is so special.</li> <li>I can explain different points of view on an animal rights issue.</li> <li>I can use the internet to research about</li> </ul>	<p><b>Music</b></p> <p><b>English / Science – Debate on vegetarianism</b></p>

		<ul style="list-style-type: none"> <li>vegetarianism.</li> <li>Can identify the feelings and emotions that accompany loss and suggest strategies for managing these.</li> <li>Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	
<b>Summer 2 Changing Me</b>	<ul style="list-style-type: none"> <li>To understand that some of my personal characteristics have come from my birth parents.</li> <li>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>To describe how a girl's body changes in order for her to have babies when she is an adult and that menstruation is a natural part of this.</li> <li>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> <li>To have strategies for managing the emotions relating to change including puberty.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you why having a baby is a great joy.</li> <li>I can tell you why having a baby is a big responsibility.</li> <li>I can tell you what puberty is.</li> <li>I can tell you what menstruation is (having periods).</li> <li>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</li> <li>I can identify what I am looking forward to when I am in Year 5.</li> <li>I can appreciate my own uniqueness and that of others</li> </ul>	<p>Science - Life cycles</p> <p>Music</p>

**Ambition / Intent:**

At Camrose Primary School, it is our intent that all pupils will be 'lifelong learners' with the confidence and ability to develop their skills and understanding playing a positive and successful role within our society, both as a child and as an adult within the future. We offer a nurturing and inclusive learning environment in which each child is encouraged to develop their full potential and where their individual achievements and successes are celebrated and rewarded. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Relationships and sex education is a key part of this, as is learning about physical, mental and emotional health.

At Camrose Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

**Design / Implementation:**

We believe **mindfulness** is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

In Jigsaw PSHE, mindfulness is developed through lessons, breathing techniques, awareness exercises, visualisations, music, etc, all very enjoyable activities for children and teachers alike. Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift! Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons which are adapted throughout for the needs of particular year groups and pupils. The curriculum for PSHE focuses on different areas each term and these are embedded throughout all lessons and the whole school day with everyone supporting and encouraging the pupils

they interact with to use the skills they are developing and to make links to other areas of learning.

The aims of PSHE and Jigsaw within school are to provide pupils with:

- accurate and relevant knowledge
- opportunities to create personal understanding and develop themselves as learners
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.
- to develop their resilience as learners being able to verbalise how they learn best.

Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils also acquire an understanding and experience of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen. In addition to our PSHE Jigsaw curriculum, the school offers additional strands to the PSHE curriculum through: E-safety, Healthy Schools, School Council, Squad 19 and Jigsaw Ambassadors.

**Impact:**

At Camrose, we continuously assess the implementation and impact of our Jigsaw lessons so that we provide the support that is necessary for all pupils to achieve whether that be in class or with additional identified support. Through our PSHE education, we believe we can enhance pupils' education and help them to become caring, respectful, resilient and confident individuals. Teachers will use multiple methods to evaluate the impact of their teaching on pupils learning, to ensure that pupils make progress.

The range of measures used include:

- Continuous assessment from teachers during individual lessons, to adapt and plan for necessary changes within the scheme based on individual needs.
- Pupil voice surveys are used to assess knowledge of themselves as learners and be emotionally confident within the school.
- Circle times, class assemblies and whole school worship allow opportunities to address needs as they arise
- Book looks and learning walks are used to gain a holistic understanding of the whole child's learning including pride in their work, self-confidence, as well as their ability to explain their learning.