

King's Court First School – Jigsaw PSHE and Relationships Education

Term 1- All About Us / Our Community

Term 2 – Culture

Term 3 – The Arts

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Personal Development

Essential characteristics of pupils with exceptional personal development: Try new things, Work hard, Concentrate, Push themselves, Imagine, Improve, Understand others (Reference to The Essentials Curriculum)

1A- Being Me in My World

1B- Celebrating Difference

2A- Dreams and Goals

2B- Healthy Me

3A- Relationships

3B- Changing Me

EY

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

EYFS Framework

Personal, Social and Emotional Development
Emotions, Sense of Self, Relationships

Safeguarding

Safeguarding and Welfare
Being Me in My World: British Values
Celebrating Difference: Anti-bullying and Equality
Healthy Me: Looking after myself
Relationships: Online safety
Changing Me: Relationships/Health Education (RHE)
[Safeguarding and welfare - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/education/guidance/safeguarding-and-welfare-help-for-early-years-providers)

Year 1

1A- Being Me in My World

1B- Celebrating Difference

2A- Dreams and Goals

2B- Healthy Me

3A- Relationships

3B- Changing Me

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

Attainment Descriptors

I can explain why my class is a happy and safe place to learn.
I can give different examples where I or others make my class happy and safe.

I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
I can explain what bullying is and how being bullied might make somebody feel.

I can explain how I feel when I am successful and how this can be celebrated positively.
I can say why my internal treasure chest is an important place to store positive feelings.

I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
I can give examples of when being healthy can help me feel happy.

I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.
I can give examples of behaviour in other people that I appreciate and behaviours that I don't like

I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
I can explain why some changes I might experience might feel better than others.

Year 2	1A- Being Me in My World	1B- Celebrating Difference	2A- Dreams and Goals	2B- Healthy Me	3A- Relationships	3B- Changing Me
	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Attainment Descriptors	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me</p>
Year 3	1A- Being Me in My World	1B- Celebrating Difference	2A- Dreams and Goals	2B- Healthy Me	3A- Relationships	3B- Changing Me
	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
Attainment Descriptors	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Year 4	1A- Being Me in My World	1B- Celebrating Difference	2A- Dreams and Goals	2B- Healthy Me	3A- Relationships	3B- Changing Me
	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Attainment Descriptors	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
PSHE/ Safeguarding Links National Events KS1 and KS2	Being Me in My World: British Values World Mental Health Day: October NSPCC assembly: bi-annually	Celebrating Difference: Anti-bullying and Equality Road Safety Week November Anti-Bullying Week: November	Energy Saving Week: January LGBT + History Month: February Safer Internet Day: February (Paul Hay internet safety across the community, every 3 years) Children's Mental Health Week: February	Healthy Me: Looking after myself St. George's Day: April	Relationships: Online safety Walk to School Week: May Bike to school day: May	Changing Me: Relationships/Health Education (RHE) Pants - NSPCC
Continuous Provisions	Coverage during school and class assemblies each term celebrating each new unit and themed days School Council representative for each class attending weekly meetings, sharing pupil voice and ideas British Values promoted through the School Council and class teaching about the Prevent strategy Link with Happy Minds and mental health Calm corners to support children with attachment and wellbeing Royal Red crowns prompting learning behaviours alongside Chris Quigley's Personal Development Ready, Respectful, Safe promoting exemplary behaviour Linked document: SMSC provision map					
Deliberate choices	<p>Being me in my world: Welcome to the new school year, feeling safe and settled in class. Link to behaviour policy – Ready, Respectful, Safe/Royal, Red Crowns – learning behaviours. Expectations and starting in a new year group.</p> <p>Celebrating difference: Link: safeguarding, anti-bullying week. Relate to our community driver – talents and feeling special in our community, celebrating being different.</p> <p>Dreams and goals: RE: creating a goal to achieve during Ramadan, Lent.</p> <p>Healthy me: Link – RE, Ramadan, Lent and giving up something to be healthy. School culture – healthy school.</p> <p>Relationships: Celebrating special relationships. Relate to the arts driver – Shakespeare's birthday (23rd April) Link: history: St. George's day – patron saint of England, royal link and significance of the monarch: celebrating him: RBWM school.</p> <p>Changing me: Science link - Observe changes across the 4 seasons. Focus on summer. Changes over the year and preparing for transition into a new class in September.</p>					