

## Intent

At The Duston School, we aim for Personal, Social, Health and Economic Education (PSHE) to be embedded throughout the curriculum. We strongly believe that this subject is necessary in developing the whole child and that children are entitled to a broad and balanced curriculum. We aim to provide children with the knowledge and skills in order for them to be prepared for modern day Britain, for them to understand how they fit in to their community and how they can contribute to the world around them.

We also aim to develop children's self-esteem, self-confidence and knowledge of how to control and manage their thoughts and feelings. We want our children to be mindful of their own and others well-being, health and safety, and for them to recognise and embrace the differences around them. Our Jigsaw programme focuses on well-being through mindfulness and allows the children to discuss the world around them in an engaging and comfortable environment. It also contributes to SMSC (spiritual, moral, social, cultural) development.

Our intention is that our children understand the importance of having a voice and speaking out whether there is an injustice against them or somebody else. We want our children to learn techniques in PSHE lessons that support them in their community and the world around them.

## Implementation

Our approach to teaching PSHE at The Duston School is through a discrete weekly PSHE lesson based on the Jigsaw PSHE Programme. PSHE is also taught when addressing issues as they arise.

The PSHE curriculum implementation consists of six units of work, one for each half term with six or seven lessons within each half term. The curriculum is progressive with each unit repeated and built upon year on year. Jigsaw assemblies take place each term, within the classrooms, to introduce each unit.

Our coverage is as follows:

Term	Unit
Autumn term 1	<b>Being Me in My World</b>
Autumn term 2	<b>Celebrating Differences (including anti-bullying)</b>
Spring term 1	<b>Dreams and Goals</b>
Spring term 2	<b>Healthy Me</b>
Summer term 1	<b>Relationships</b>
Summer term 2	<b>Changing Me (transitioning to the next year group)</b>

Each lesson is split into six parts:

1	Connect us' is an activity which enhances social skills, positive relationships and collaborative learning.
2	Calm me' is the time in the lesson where children relax, unwind and think about themselves and their emotions.
3	Open my mind' introduces the new topic.
4	Tell me or show me' introduces new information, concepts and skills.
5	Let me learn' is where the children use their new learnt knowledge and make sense of it themselves through an activity.
6	Help me reflect' is where the children take the time to think about their learning and progress.

The majority of learning in PSHE lessons is through discussion and group work. When recording is appropriate, this is completed on whiteboards.

Assessment takes place through the teacher judgement of the understanding that pupils show in lessons.

Curriculum Map and Key Knowledge Goals						
EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Being Me in My World</b> <b>To recognise different feelings.</b> To know how to move around the classroom. To know that we have rights and responsibilities. To understand why we need to be gentle.	<b>Celebrating Difference</b> To know where we live. To understand that all families are special. <b>To understand the importance of caring for others.</b> To know how to say 'no'.	<b>Dream and Goals</b> To know how to ask for help. <b>To challenge ourselves to succeed.</b> To try our best in all that we do. To know which different jobs there are.	<b>Healthy Me</b> To know the importance of exercise. <b>To know which foods are healthy.</b> To know that sleep is important. To understand the importance of keeping clean. To understand how to stay safe around strangers.	<b>Relationships</b> <b>To understand why we should care for all.</b> To know what to do if we fall out with a friend. To know that all families are special.	<b>Changing Me</b> <b>To know that 'no' means 'no'.</b> To understand what privacy is. To know the names of parts of our bodies. To know why celebrations are special.
	<u>Key Vocabulary</u> happy, sad, upset, worried, feelings, angry, excited, rights, sharing, kind, choice, learn, nervous, responsibilities, taking turns, share, unique	<u>Key Vocabulary</u> differences, friendship, frightened, similar, similarities, family, friends, home, proud, special	<u>Key Vocabulary</u> Achieve, challenge, difficult, dreams, encourage, frustrated, future, trying, persevere, reward, earn, goal, job, skills	<u>Key Vocabulary</u> asleep, exercise, healthy, hygiene, movement, stranger, worried, unexpected, clean, germs, rest, safe, scared, teeth, stretch, tell	<u>Key Vocabulary</u> Argument, falling out, feelings, friendly, problem solve, relationship, solutions, jobs, lonely, love, upset	<u>Key Vocabulary</u> eyebrow, forehead, tongue, finger, stomach (different parts of the body), grown-up, adult, change, memories
Key Stage 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Being Me in My World</b> To explain why my class is a happy and safe place. <b>To understand that we have rights and responsibilities.</b> To understand the use of consequences. To give examples of how we make the class happy and safe.	<b>Celebrating Difference</b> <b>To know some ways that we are different and similar to each other.</b> To understand what bullying is and who to do about it. To know how to show care to all. To celebrate the differences in everyone.	<b>Dreams and Goals</b> <b>To explain how I feel when I challenge myself to success.</b> To know how to keep positive feelings internally. To know the importance of goals. To persevere to overcome obstacles.	<b>Healthy Me</b> To know a range of ways to keep our bodies safe and healthy. To understand when being healthy can help us feel happy. To know the importance of hygiene. <b>To understand road safety.</b>	<b>Relationships</b> To explain why we have special relationships with some people. To understand the qualities which help positive relationships. <b>To know that we can say know if somebody touches us or is unkind.</b>	<b>Changing Me</b> To know the physical changes that happen as we grow. <b>To know the correct names for parts of female and male bodies.</b> To know that some changes feel better than others. To know the lifecycle of some animals.
	<u>Key vocabulary:</u> Responsibility, disappointed, belonging, rewards, consequences, safe, proud, rights, calm, special, upset	<u>Key vocabulary:</u> Similarity, same, different, difference, bullying, deliberate, on purpose, included, celebrations, unfair, unique	<u>Key vocabulary:</u> Success, process, challenge, teamwork, celebrate, obstacle, overcome, achieve, dreams, goal, proud	<u>Key vocabulary:</u> Healthy, unhealthy, balanced, exercise, sleep, green cross code, choices, medicines, body parts, hygienic, safe, clean, look, listen, wait	<u>Key vocabulary:</u> Family, belong, friendship, caring, special, feelings, kind, dislike, like, proud	<u>Key vocabulary:</u> Changes, life cycles, growing up, private, feelings, anxious, coping, testicles, baby, child, adult, male, female, vagina, penis, vulva, anus

Year 2	<b>Being Me in My World</b> <b>To know how my behaviour can impact others.</b> To understand why some choices are better than others. To understand our rights and responsibilities.	<b>Celebrating Difference</b> <b>To understand that people can get bullied because they are seen to be different.</b> To understand how it feels to have a friend. To know that it is OK to be different from my friends.	<b>Dreams and Goals</b> <b>To understand how to work as part of a team.</b> To recognise my learning strengths and set goals. To know to importance of perseverance.	<b>Healthy Me</b> <b>To know that some foods and medicines are good for my body.</b> To know that some plants and medicines are dangerous for my body. To know that motivation can help me succeed. To understand the importance of relaxation.	<b>Relationships</b> <b>To understand that some things make me feel uncomfortable in a relationship.</b> To know that there are different types of families. To know that we can set contact boundaries. To know that that secrets can be unsafe.	<b>Changing Me</b> To know the correct words to describe our genitals (female and male). <b>To understand that some touches feel OK while others do not.</b> To understand the times when assertiveness is a good thing.
	<u>Key Vocabulary:</u> positive, worries, co-operate, negative, choices, responsibility, problem-solving, action, praise, hopes, fears	<u>Key Vocabulary:</u> similarities, assumptions, stereotypes, differences, unkind, feelings, stand up for, female, diversity, male, value	<u>Key Vocabulary:</u> realistic, strengths, persevere, challenge, partner, product, problem-solve,	<u>Key Vocabulary:</u> healthy. Choice, lifestyle, motivation, relaxation, dangerous, balanced diet, portion, nutritious, tense, calm, energy, fuel	<u>Key Vocabulary:</u> similarities, differences, communication, conflict, worry, secret, honesty, compliments, touch, trust	<u>Key Vocabulary:</u> control, fully grown, life cycle, respect, appearance, physical, independent, freedom, responsibilities, acceptable, comfortable, nervous, excited
Lower Key Stage 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Being Me in My World</b> <b>To understand how our behaviour can affect how others feel and behave.</b> To know why it is important to have rules and how they help us to learn. To know why it is important to feel valued.	<b>Celebrating Difference</b> To understand different types of conflict. <b>To understand that words can be hurtful or kind.</b> To know a range of ways to help conflicts.	<b>Dreams and Goals</b> To know my learning targets. <b>To understand how confidence and positivity help my learning.</b>	<b>Healthy Me</b> <b>To know things, people and places that I need to keep safe from.</b> To understand ways to keep safe and healthy. To know how to call emergency services. To explain how anxious, scared and unwell feel.	<b>Relationships</b> <b>To know the people that have a positive influence on my life.</b> To understand the influence of people from other countries. To understand how my choices can affect my family, friends and people around the world.	<b>Changing Me</b> <b>To know how girls' and boys' bodies change on the inside and outside as they grow.</b> To understand why changes in the body are necessary. To understand how I feel about the changes that happen to my body and how to cope with these feelings.

<u>Key Vocabulary</u> endoskeleton femur, stirrup skull, cranium ligaments joint spinal column ribs, scapula pelvis cerebrum cerebellum medulla, nerves cerebral, cortex digest, nutrition, saliva digestive oesophagus small intestine large intestine	<u>Key Vocabulary</u> cycle, seasons Earth, orbit, axis sun, tilt, planet hemisphere, sap, energy, ripen, mature, decay dormant reproduce germination seed dispersal hibernate tadpoles frogspawn metamorphosis	<u>Key Vocabulary</u> Light, darkness absence, source, natural artificial, retina protect transparent opaque, absorb transmit, reflect translucent plane, concave convex, reflect reflection shadow, predict record, observe	<u>Key Vocabulary</u> Botanist, stem function, feature, Agnes Arber, Joseph Banks, thrive pollen hydrangea Sunflower, cactus absorb roots, transport, pollination pollinator reproduce, seed, anther stigma, seed	<u>Key Vocabulary</u> Rock, mineral smooth, crumbly observation geologist layers sedimentary metamorphic pressure igneous volcano, magma, lava permeable impermeable decay organic matter, sandy chalky, clay	<u>Key Vocabulary</u> Force, push, pull contact force gravity magnetism friction, heat reduce, increase, metal iron, lodestone north, south attract, repel, magnetic field, strong, weak
--	---	--	---	---	--

Year 4	<b>Being Me in My World</b> <b>To know why being listened to and listening to others is important.</b> To know why being democratic is important and can help others feel valued.	<b>Celebrating Difference</b> To understand why first impressions may be wrong. To know what bullying is and what to do about it. <b>To explain why it is good to accept myself and others for who we are.</b>	<b>Dreams and Goals</b> To know how to set new goals even after a disappointment. <b>To understand that resilience is and the importance of a positive attitude.</b>	<b>Healthy Me</b> <b>To understand when people are putting me under pressure and know ways to resist this.</b> To identify feelings of anxiety and fear associated with peer pressure.	<b>Relationships</b> <b>To understand how people are feeling when they miss a special person or animal.</b> To understand ways that might help me when missing a special person or animal.	<b>Changing Me</b> To know the changes that happen to boys' and girls' bodies. <b>To know the changes in bodies prepare them for making a baby when they are older.</b> To understand some of the choices that I can make in the future.
	<u>Key Vocabulary</u> Cell, organs tissue, system Nutrition, food group, incisor Canine, premolar molar, omnivore enamel, oesophagus stomach small intestine large intestine vitamin minerals iron, calcium magnesium zinc	<u>Key Vocabulary</u> classification vertebrates invertebrates backbone internal skeleton cold-blooded warm-blooded gills amphibians lungs scales mammals lungs, hatch arachnid mollusc insects abdomen thorax flowing reproduce photosynthesis	<u>Key Vocabulary</u> microhabitat Polar desert Rainforest producer consumer decomposer cycle living thing energy organisms predator prey ecosystem organism web pollution environment plastic emissions	<u>Key Vocabulary</u> vibration soundwaves matter gases sound barrier speed of sound quiet pitch high vocal cord voice box vibrations pitch larynx cartilage ear canal ear drum bones hammer anvil stirrup cochlea auditory	<u>Key Vocabulary</u> Solid liquid gas water steam water vapour humidity evaporate condenses droplets precipitation gravity stratus cumulus cirrus cumulonimbus nimbostratus rain snow hail sleet	<u>Key Vocabulary</u> Safety caution danger electric shock frayed wire plug socket circuit electricity flow battery bulb switch component filament Edison Latimer conduct insulate pass through
	Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 5	<p><b>Being Me in My World</b> To compare my life with other people in my country. To know why we have rules and responsibilities. <b>To understand how actions can affect another.</b></p>	<p><b>Celebrating Difference</b> To know the difference between direct and indirect bullying. To know what to do if we think that bullying is taking place. <b>To know why racism and other forms of discrimination are unkind.</b> To express my view on discrimination.</p>	<p><b>Dreams and Goals</b> <b>To compare my hopes and dreams with those of people from difference cultures.</b> To explain how I feel about the difference between my hopes and dreams and those of people from different cultures.</p>	<p><b>Healthy Me</b> <b>To know the different roles that food and substances can play in people's lives.</b> To understand the role that eating problems are related to body image pressures. To know that smoking and alcohol misuse is unhealthy.</p>	<p><b>Relationships</b> To understand different types of friendships and the feelings associated with them. <b>To know how to stay safe when using technology to communicate with others.</b> To know how to stand up for myself and resist peer pressure.</p>	<p><b>Changing Me</b> To know how boys and girls change during puberty. <b>To understand why caring for myself physically and emotionally is important.</b> To know the process of conception. To understand my feelings about the changes to my body.</p>
	<p><u>Key Vocabulary</u> opportunities, motivation appreciation, refugee, empathise, prejudice, persecution, conflict, migrant, wealthy, privilege, deprive, collaboration, attitude</p>	<p><u>Key Vocabulary</u> conflict, homophobic, ethnicity, discrimination, rumour, bullying, texting, indirect, racism, banter, culture, colour, belong</p>	<p><u>Key Vocabulary</u> lifestyle, career, profession, salary, contribution, society, culture, sponsorship, aspiration, support, rallying, difference</p>	<p><u>Key Vocabulary</u> healthier, informed decision, pressure, influence, procedure, recovery position, level-headed, body image, social media, celebrity, self-respect, comparison</p>	<p><u>Key Vocabulary</u> Qualities, characteristics, self esteem, online community, age restriction, grooming, trustworthy, peer pressure, influences, privacy, settings</p>	<p><u>Key Vocabulary</u> body image, self-image, personality, perception, self-esteem, affirmation, oestrogen, develop (words linked to the male and female developing bodies)</p>
Year 6	<p><b>Being Me in My World</b> To understand my needs and how they compare to children in other countries. To know what it means to show empathy and care to others. <b>To recognise that others may have difference feelings to my own.</b></p>	<p><b>Celebrating Difference</b> To understand that there are difference perceptions to what normal is. To recognise power and controlling behaviour. <b>To understand how my attitude could affect others.</b> To understand how it might feel to be treated badly for being different.</p>	<p><b>Dreams and Goals</b> To challenge myself with realistic goals. To know how to keep motivated. To work collaboratively. To recognise my own emotions. <b>To recognise that others may be suffering or living in difficult situations.</b> To give and accept praise.</p>	<p><b>Healthy Me</b> <b>To take responsibility to my own health.</b> To know the effect that drugs can have on my body. To know what exploitation is. To understand why some people join gangs. To understand what it means to be emotionally well. To know strategies to help manage stress and avoid being pressured.</p>	<p><b>Relationships</b> To understand the importance of taking care of my mental health. To understand the stages of grief. <b>To recognise when people are trying to gain power or control.</b> To use technology to communicate positively with others.</p>	<p><b>Changing Me</b> To develop my own self-esteem about my body. To understand how puberty changes male and female bodies. <b>To know how to look after myself mentally and physically.</b> To know the importance of mutual respect in relationships. To identify my worries linked to transition.</p>

<u>Key Vocabulary</u> atrium (atria) ventricle(s) valves aorta pulmonary circuit systemic circuit blood vessels arteries veins capillaries blood pressure heart rate pulse oxygen exercise drugs	<u>Key Vocabulary</u> classification taxon organism plants animals protest fungi bacteria cell cell membrane cytoplasm nucleus vacuole mitochondria cell wall chloroplast chlorophyll taxonomy class species	<u>Key Vocabulary</u> Current electricity series circuit short circuit cells voltage switch kill switch incomplete circuit purpose design components	<u>Key Vocabulary</u> illumination artificial source darkness optic nerve cornea iris pupil lens muscles retina brain prism refract/refraction white light rainbow	<u>Key Vocabulary</u> reproduce asexual cell division regeneration gamete fertilisation embryo seed germinate sepals stamens anther pistil ovary sperm pollination sexual zygote reproduction embryo foetus birth life cycle	<u>Key Vocabulary</u> prehistoric sedimentary rock fossil organism palaeontologist offspring inheritance variation mutation DNA adapt biomes habitat evolution Darwin Wallace
--	---	--	--	---	--

## Protective Behaviours

	Lessons	Programme overview
Session 1	<b>The right to feel safe</b>	<ul style="list-style-type: none"> <li>Feelings that make you feel unsafe</li> <li>The Rights of the Child</li> <li>Discussing safety network at home, community and school</li> <li>Creating a safety network</li> </ul>
Session 2	<b>Early Warning Signs</b>	<ul style="list-style-type: none"> <li>Early warning signs</li> <li>The Rights of the Child</li> <li>Keeping safe is more important than keeping secrets</li> <li>Identifying early warning signs</li> <li>What to do when you get early warning signs</li> </ul>
Session 3	<b>Recognising Feeling Unsafe</b>	<ul style="list-style-type: none"> <li>Recognising situations when you feel unsafe</li> <li>Recognising that these are different for different people</li> <li>Identifying when you feel unsafe – How safe am I? How do I feel?</li> <li>What to do when you feel unsafe</li> </ul>
Session 4	<b>Recognising Caring Friends</b>	<ul style="list-style-type: none"> <li>What makes a good/caring friend?</li> <li>Identify who to trust</li> <li>How to be a caring friend</li> <li>Ranking qualities that make a caring friend</li> </ul>
Session 5	<b>Being Safe Around the Home</b>	<ul style="list-style-type: none"> <li>Recognising an emergency</li> <li>What to do in an emergency</li> <li>Recognising dangers in the home</li> <li>Recognising behaviour choices</li> <li>Taking responsibility – When are you ready?</li> </ul>
Session 6	<b>We are all Unique and Special</b>	<ul style="list-style-type: none"> <li>What is similar about us?</li> <li>What makes us unique?</li> <li>The Rights of the Child</li> <li>Respect and Tolerance</li> <li>Equality</li> </ul>
Session 7	<b>Race</b>	<ul style="list-style-type: none"> <li>What makes us unique?</li> <li>Racism</li> <li>The Rights of the Child</li> <li>Respect and tolerance</li> <li>Equality</li> <li>Significant people</li> </ul>



<b>Session 8</b>	<b>Religions and Celebrations</b>	<ul style="list-style-type: none"> <li>• What makes us unique?</li> <li>• What occasions do you celebrate?</li> <li>• Religions and celebrations in our school and community</li> </ul>
<b>Session 9</b>	<b>Differently Abled</b>	<ul style="list-style-type: none"> <li>• What makes us unique?</li> <li>• The Rights of the Child</li> <li>• Respect and tolerance</li> <li>• Significant people</li> </ul>
<b>Session 10</b>	<b>eSafety</b>	<ul style="list-style-type: none"> <li>• Identifying personal information</li> <li>• How to stay safe when using accessing the internet</li> <li>• What to do if something makes you feel unsafe</li> <li>• Scenarios – What should you do?</li> </ul>
<b>Session 11</b>	<b>Keeping Our Bodies Safe</b>	<ul style="list-style-type: none"> <li>• Identifying parts of the body that no one else should touch</li> <li>• What to do if somebody touches me or asks to touch me inappropriately</li> </ul>
<b>Session 12</b>	<b>Dealing with Bullies/Good Mental Health</b>	<ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• What to do if you or somebody else is being bullies</li> <li>• What is mental health?</li> <li>• What to do is you have mental health concerns</li> </ul>

## Impact

At The Duston School, we have the same high expectations for PSHE as we do with any other subject in the curriculum and we assess and give feedback accordingly.

Assessment in Jigsaw is both formative and summative. In each lesson, our students focus on two clear learning outcomes which allows the children and the teacher to be mindful of the assessment elements. The teacher, at the end of each lesson, will assess against these two outcomes.

The whole school approach to PSHE, at The Duston School, builds a sense of belonging and community. Jigsaw also helps children develop a positive psychology that they can use in and outside of school. Our children develop spiritually, morally, socially and culturally (SMSC) and gain a deeper understanding of our British Values through this approach. Children leave The Duston School with the knowledge and strategies to support them in the wider world and know how to respond and deal with theirs and others thoughts, emotions and actions.

## Values

Children demonstrate the Primary Phase values of Care, Challenge and Succeed through their PSHE learning.



### Care:

Care is threaded throughout the PSHE curriculum. Children listen respectfully to others and can share their ideas and experiences in a safe space where all that they say is valued. They learn about the importance of taking care of themselves and others. The curriculum is progressive and each year group revisits the Healthy Me unit in which children learn about keeping their bodies and minds healthy. Tolerance and respect are the key themes of the units Being Me In My World and Celebrating Difference which are built upon each year. Children have the opportunities to share their traditions and cultures and hear about those of others. They consider how others may be feeling in different situations and how their own actions might affect others. All units of the Jigsaw PSHE curriculum are centred around our core value of care.



### Challenge:

Children are challenged to learn new knowledge throughout the PSHE curriculum. They learn about how to set goals, show perseverance and overcome obstacles. Children also learn that others may face different challenges to their own. Throughout the Jigsaw PSHE curriculum, children are challenged to think of things from others' perspective and understand how they can support the challenges of others.



### Succeed:

Children have opportunities to succeed in all their PSHE learning. In the unit Dreams and Goals, children are encouraged to set realistic goals and understand how to overcome obstacles. Children are taught how to succeed in having healthy lives and relationships.