

# PSHE at Abingdon Primary School



## Our Bespoke Drivers

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Role Models of all  
Protected  
Characteristics



Accessing our local  
area and all it  
offers



The Power of Word







# Our Vision for PSHE – Why is PSHE important at Abingdon?

At Abingdon Primary School, Personal, Social, Health and Economic education (PSHE), encompasses all areas of our curriculum and is at the heart of everything we do. PSHE is a school curriculum subject in England that helps children and young people stay safe, healthy and empowered. It prepares pupils for success in their education or career, and for life in modern Britain.

At Abingdon, PSHE is a golden thread that runs through every aspect of school life, underpinning all other learning. We promote our pupils' personal development by providing them with essential life skills and knowledge. Our aim is to enable our pupils to become our 3 R's - respectful, resilient and responsible members of the community who are healthy, confident and equipped with the relevant skills to become successful. We also recognise the importance of our children's wellbeing and the knock-on effects this can have on their academic achievement and use our PSHE curriculum to facilitate the promotion of this throughout school.



# How is Learning Across Our School is Sequenced?

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. It is taught through 6 key concepts which are designed to progress in sequences throughout the academic year. These are: **Being Me in My World**, **Celebrating Difference**, **Dreams and Goals**, **Healthy Me**, **Relationships**, **Changing Me**.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. Lesson objectives are structured and sequenced so that final outcomes are secure and meaningful. Children do not learn objectives in isolation but continue to embed these through carefully planned application of skills throughout the year.



## 1. Being Me in My World

Includes lessons on Self-Identity, Group Identity, Responsibilities, Consequences, Teamwork and introduces the Jigsaw Charter.



## 2. Celebrating Difference

Includes lessons on Similarity & Difference, Bullying, Stereotyping, Racism, Discrimination and Celebrating Differences and Individuality.



## 3. Dreams and Goals

Includes lessons on Aspirations, Goals, Challenges, Teamwork, Resilience, Jobs and Careers and Simple Budgeting.



## 4. Healthy Me

Includes lessons on Drugs and Alcohol Education, Self-Esteem and Confidence as well as Healthy Lifestyle choices.



## 5. Relationships

Includes lessons on Friendship, Family and other Relationships, Conflict Resolution, Communication, Loss and Bereavement.



## 6. Changing Me

Includes lessons on Coping Positively with Change, Puberty, Environmental and Life Cycles (includes Human Reproduction).

# EYFS and KS1 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition



# KS2 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	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 and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting 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
<b>Ages 9-10</b>	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

# Vocabulary Progression – Being Me in My World

Up the stairs to progress, down the stairs to remember!

Think and Talk like a good citizen  
**Being Me in My World**

<p><b>Reception</b></p> <p>choice feelings: happy, sad, angry, excited, nervous friend gentle kind learn responsibilities rights share similar / different taking turns / turn taking unique</p>	<p><b>Year 1 and 2</b></p> <p>actions belonging choices co-operate feelings: calm, proud, safe, upset, disappointed hopes Learning Charter positive / negative praise problem problem-solving responsibility responsible rewards / consequences rights special worries / fears</p>	<p><b>Year 3 and 4</b></p> <p>achievement acknowledge affirm authority behaviour belong challenge community contribution decisions democracy democratic description dream dynamic emotions empathise excluded fairness feelings goal group ideal</p> <p>included job nightmare observer personal pleased role school solutions support teamwork United Nations Convention on the Rights of the Child (UNCRC) valued viewpoint voting welcome</p>	<p><b>Year 5 &amp; 6</b></p> <p>appreciation asylum attitude challenges citizen collaboration collective community comparison conflict cooperation decision denied deprive deprive education empathise empathise empathy illegal lawful legal Maslow migrant motivation motivation needs obstacles</p> <p>opinion opportunities opportunities participation participation persecution prejudice privilege refugee views vision wants wealthy</p>
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This links to The Power of Word – understanding the power that vocabulary can have.



# Vocabulary Progression – Celebrating Difference

Up the stairs to progress, down the stairs to remember!

Think and Talk like a good citizen

**Celebrating Difference**

Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
angry different family friends frightened happy kind proud sad same similar special unique	assumptions boys bullied bully bullying celebrations deliberate different / difference diversity fairness feelings female friends girls help included kind	kindness lonely male on purpose sad similarity / same special stand up for stereotypes unfair unkind value	judgement loving opinion physical features problem solve resolve safe secret solutions solve it together special surprised tell text message troll website witness
		accept appearance assumption attitude bullying bystander caring changed character compliment conflict connected consequences cyber bullying deliberate family gay hurtful impression influence	ability accolade achievement admiration argument banter belong blind bullying colour conflict courage culture cyber bullying direct disability discrimination diverse empathy equality fairness harassment homophobic identity imbalance indirect individuality medication
			name-calling normal Paralympian perception perseverance power race racism racist responsibilities rights rumour stamina stereotype struggle texting vision visual impairment



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# Vocabulary Progression – Dreams and Goals

Think and Talk like a good citizen

Dreams and Goals

<div>Reception</div> <div>                     achievement                      challenge                      dream                      encourage                      goal                      happy                      job                      kind                      persevere                      proud                 </div>	<div>Year 1 and 2</div> <div>                     achieve                      celebrate                      challenge                      challenge                      difficult                      dreams                      easy                      goal                      internal                      treasure chest                      obstacle                      overcome                      partner                      persevere                      problem-solve                      process                      product                      proud                 </div> <div>                     realistic                      stepping-stones                      strengths                      success                      team work                 </div>	<div>Year 3 and 4</div> <div>                     admire                      ambition                      attitude                      commitment                      co-operation                      cope                      determination                      disappointment                      efficient                      enthusiastic                      evaluate                      excited                      experiences                      fears                      frustration                      help                      hope                      motivated                      plans                      positive                      resilience                      respect                      responsible                      review                      self-belief                      solutions                 </div>	<div>Year 5 &amp; 6</div> <div>                     aspiration                      career                      communication                      compliment                      concern                      contribution                      criteria                      culture                      difference                      empathy                      global                      hardship                      issue                      job                      learning steps                      lifestyle                      personal                      praise                      profession                      rallying                      realistic                      recognition                      salary                      society                      sponsorship                 </div> <div>                     suffering                      support                      unrealistic                 </div>
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# Vocabulary Progression – Healthy Me

Up the stairs to progress, down the stairs to remember!

Think and Talk like a good citizen

**Healthy Me**

Reception	Year 1 and 2	Year 3 and 4	Year 5 & 6
active clean exercise head healthy heart knees safe adult scared shoulders sleep toes trust wash	balanced body calm choices clean dangerous diet ears energy exercise eyes fuel green cross code healthy hygienic lifestyle listen look	motivation nutritious portion proportion relax relaxation safe safe medicines safety sleep tense trust unhealthy wait	advice agree/disagree alcohol anxiety appreciate assertive attitude believe calories/ kilojoules choice complex disease drugs emergency services: ambulance, fire brigade, police, coastguard emotions energy fats fear
		fitness follower friendship guilt harmful healthy heartbeat leader liver lungs opinion oxygen pressure relationships risk roles safe scared smoking strategy sugar value vaping	altered anti-social behaviour behaviour body image calm celebrity choices comparison crime criminal debate effects emergency procedure emotional health exploited fact gangs healthy illegal illness immunisation influence informed decision 'legal highs'
			level-headed media mental health motivation motivation over-the-counter prescribed prevention recovery position reputation respect responsibility restricted self-respect strategies stress symptoms triggers unhealthy unrestricted volatile substances vulnerable



This links to The Power of Word – understanding the power that vocabulary can have.



# Vocabulary Progression - Relationships

Think and Talk like a good citizen

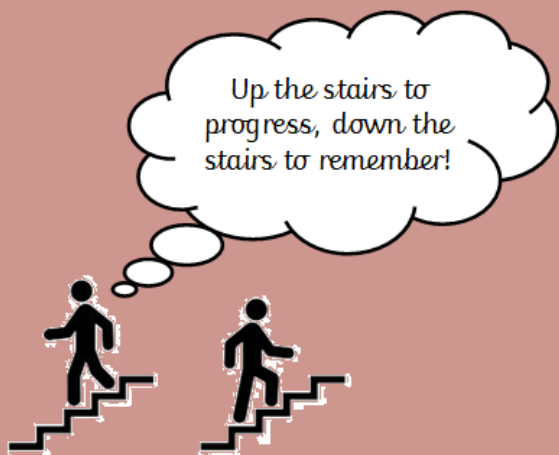
**Relationships**

	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
<p><b><u>Reception</u></b></p> <p>angry argue breathing calm me fall-out family feelings friends frightened greeting happy help helpful honesty hugs important incredible</p>	<p>acceptable adult appreciate belong caring celebrate communication community compliments confidence conflict co-operate differences dislike family feelings friends frightened greeting happy help helpful honesty hugs important incredible</p> <p>kind like not acceptable physical contact point of view positive praise problem solving proud qualities relationship reliability sad same secret self-belief sharing similarities skills special surprise telling texture touch trust trust-trustworthy</p>	<p>acceptance amicable anger appreciation attraction betrayal career climate close communication compromise denial deprivation despair direct messaging disbelief emotions empathy equality exploitation fair trade female/male food gaming global gratitude guilt hardship hope inequality interconnected</p> <p>jealousy job/role justice loss love loyal memento memorial needs/wants negotiate numb online/internet pain positive/negative private messaging relief remember respect responsibilities rights risky sadness safe shock social media solution souvenir stereotype transport unisex unsafe</p>	<p>abuse acceptance age-restriction anxiety appropriate ashamed assertive attributes authority bereavement betting characteristics comparison control coping strategies cyber-bullying emotions/feelings gambling gaming grief grooming hopelessness influences judgement loss mental health off-line online community passwords</p> <p>peer pressure personal power privacy profile real/fake responsibilities risky safe screen time script self-care, control, esteem and talk settings shock signs SMART rules social media stigma stress support technology troll true/untrue trustworthy unique unsafe violence warning worried</p>



This links to The Power of Word  
– understanding the power that  
vocabulary can have.

# Vocabulary Progression – Changing Me



Think and Talk like a good citizen  
**Changing Me**

## Reception

adult  
arm  
baby  
change  
chest  
ear  
excited  
eye  
eyebrow  
finger  
foot  
forehead  
grow  
grown-up

hand  
healthy  
knee  
leg  
memories  
mouth  
nose  
stomach  
toe  
tongue  
worry

## Year 1 and 2

acceptable  
anus  
anxious  
appearance  
baby/child/adult  
changes  
comfortable  
control  
coping  
excited  
feelings  
female/male  
freedom  
fully grown  
growing up  
happy  
independent  
learn  
life cycles  
like/dislike

mature  
nervous  
new  
old  
penis  
physical  
private  
public  
respect  
responsibilities  
teenager  
testicles  
texture  
toddler  
touch  
unacceptable  
uncomfortable  
vagina  
vulva  
worried  
young

## Year 3 and 4

acceptance  
affection  
animals  
babies  
birth  
breasts  
care  
challenge  
characteristics  
conception  
control  
cope  
emotions  
fallopian tube  
female/male  
fertilise  
gene  
having sex  
hormones  
love  
making love  
menstrual cycle  
menstruation  
mother  
nutrients  
ovaries

ovum (egg)  
parents  
penis  
period pants/  
pads/tampons  
periods  
personal  
puberty  
roles  
seasons  
sexual intercourse  
sperm  
stereotypes  
survive  
task  
testicles  
unique  
uterus  
vagina  
vulva  
womb

## Year 5 & 6

Adam's apple  
anxiety  
assertive  
Attraction/looks  
breasts  
broader  
cervix  
circumcised/  
uncircumcised  
conception  
consent  
contraception  
egg (ovum)  
ejaculation  
embryo  
epididymis  
erection  
facial hair  
fallopian tube  
fertilised/  
unfertilised  
foetus  
foreskin  
genitals  
growth spurt  
having sex  
hips  
hormones  
hygiene  
IVF  
labour  
larynx  
laws/legal  
love

menstruation  
mental health  
midwife  
milestones  
oestrogen  
opportunities  
ovaries  
penis  
perception  
period  
personality  
pregnancy  
real-self  
relationship  
responsibilities  
sanitary products:  
pad/tampon/  
towel/liner  
scrotum  
semen  
sexting  
sexual intercourse  
sperm  
teenager  
testicles  
testosterone  
transition  
umbilical cord  
urethra  
uterus  
vagina  
vulva  
wet dream  
womb  
worries



This links to The Power of Word  
– understanding the power that  
vocabulary can have.

# How are knowledge and skills built on through school?

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 4-5</b>	<p>I can talk freely about the things and people that make me happy in class and at home.</p> <p>I usually remember to take turns and share with everyone in my class. I know how to be a good listener.</p>	<p>I am confident when I talk about the things I like and am interested in, as well as what I don't like and why.</p> <p>I know how to be kind to others and can use words to stand up for myself.</p>	<p>I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud.</p> <p>I regularly encourage myself and others to keep trying and not give up when things get tricky.</p>	<p>I can talk about what I do to stay healthy and safe and I know why these things are important.</p> <p>I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class.</p>	<p>I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn.</p> <p>I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.</p>	<p>I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon.</p> <p>I can use strategies I've been taught to stay calm and to behave kindly towards others.</p> <p>I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.</p>

Progression grids are in place to track the progress of each element of the PSHE curriculum.



# How are knowledge and skills built on through school?

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 5-6</b>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>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.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>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.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>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.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
<b>Ages 6-7</b>	<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. 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. 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>

Progression grids are in place to track the progress of each element of the PSHE curriculum.

# How are knowledge and skills built on through school?

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 7-8</b>	<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.</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>
<b>Ages 8-9</b>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>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.</p>

Progression grids are in place to track the progress of each element of the PSHE curriculum.



# How are knowledge and skills built on through school?

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 9-10</b>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
<b>Ages 10-11</b>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Progression grids are in place to track the progress of each element of the PSHE curriculum.



# Medium Term Plans – Autumn 1

<b>Autumn 1 – Being Me in My World</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>EYFS – Jenie Cycle A and B</b>	Who... Me?!	How am I feeling today?	Being at School	Gentle Hands	Our Rights	Our Responsibilities
<b>Year 1 – Jack Cycle B</b>	Special and Safe	My Class	Rights and Responsibilities	Rewards and Feeling Proud	Consequences	Owning Our Charter
<b>Year 2 – Jo Cycle A</b>	Hopes and Fears for the Year	Rights and Responsibilities	Rewards and Consequences	Rewards and Consequences	Our Learning Charter	Owning Our Learning Charter
<b>Year 3 – Jino Cycle B</b>	Getting to Know Each Other	Our Nightmare School	Our Dream School	Rewards and Consequences	Our Learning Charter	Owning Our Learning Charter
<b>Year 4 – Jaz Cycle A</b>	Becoming a Class Team	Being a School Citizen	Rights, Responsibilities and Democracy	Rewards and Consequences	Our Learning Charter	Owning Our Learning Charter
<b>Year 5 – Jez Cycle A and B</b>	My Year Ahead	Being a Citizen of my Country	Responsibilities	Rewards and Consequences	Our Learning Charter	Owning Our Learning Charter
<b>Year 6 – Jem Cycle A and B</b>	My Year Ahead	Being a Global Citizen – Part 1	Being a Global Citizen – Part 2	The Learning Charter	Our Learning Charter	Owning Our Learning Charter

## Medium Term Plans – Autumn 2

<b>Autumn 2 – Celebrating Difference</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
<b>EYFS – Jenie</b> <b>Cycle A and B</b>	What am I good at?	I'm Special, I'm Me!	Families	Homes	Making Friends	Standing Up for Yourself
<b>Year 1 – Jack</b> <b>Cycle B</b>	The Same As...	Different From	What is 'Bullying'?	What do I do about Bullying?	Making New Friends	Celebrating Difference, Celebrating Me
<b>Year 2 – Jo</b> <b>Cycle A</b>	Boys and Girls	Boys and Girls	Why does Bullying Happen?	Standing Up for Myself and Others	Diversity	Celebrating Differences and Still Being Friends
<b>Year 3 – Jino</b> <b>Cycle B</b>	Families	Family Conflict	Witness and Feelings	Witness and Solutions	Words that Harm	Celebrating Difference - Compliments
<b>Year 4 – Jaz</b> <b>Cycle A</b>	Judging by Appearance	Understanding Influences	Understanding Bullying	Problem Solving	Special Me	Celebrating How We Look
<b>Year 5 – Jez</b> <b>Cycle A and B</b>	Different Cultures	Racism	Rumours and Name-Calling	Types of Bullying	Does Money Matter?	Celebrating Difference Across the World
<b>Year 6 – Jem</b> <b>Cycle A and B</b>	Am I Normal?	Understanding Difference	Power Struggles	Why Bully?	Celebrating Difference	Celebrating Difference

# Medium Term Plans – Spring 1

Spring 1 – Dreams and Goals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>EYFS – Jenie</b> <b>Cycle A and B</b>	Challenge	Never Giving Up	Setting a Goal	Obstacles and Support	Flight to the Future	Footprint Awards
<b>Year 1 – Jack</b> <b>Cycle B</b>	My Treasure Chest of Success	Steps to Goals	Achieving Together	Stretchy Learning	Overcoming Obstacles	Celebrating My Success
<b>Year 2 – Jo</b> <b>Cycle A</b>	Goals to Success	My Learning Strengths	Learning with Others	A Group Challenge	A Group Challenge	Celebrating Our Achievement
<b>Year 3 – Jino</b> <b>Cycle B</b>	Dreams and Goals	My Dreams and Ambitions	A New Challenge	Our New Challenge	Our New Challenge – Overcoming Obstacles	Celebrating My Learning
<b>Year 4 – Jaz</b> <b>Cycle A</b>	Hopes and Dreams	Broken Dreams	Overcoming Disappointment	Creating New Dreams	Achieving Goals	We Did It!
<b>Year 5 – Jez</b> <b>Cycle A and B</b>	When I Grow Up (My Dream Lifestyle)	Investigate Jobs and Careers	My Dream Job	Dreams and Goals	How Can We Support Each Other?	Rallying Support
<b>Year 6 – Jem</b> <b>Cycle A and B</b>	Personal Learning Goals	Steps to Success	My Dreams for the World	Helping to Make a Difference	Helping to Make a Difference	Recognising Our Achievements



## Medium Term Plans – Spring 2

Spring 2 – Healthy Me	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>EYFS – Jenie</b> Cycle A and B	Everybody's Body	We like to move it, move it!	Food Glorious Food	Sweet Dreams	Keeping Clean	Safe Adults
<b>Year 1 – Jack</b> Cycle B	Being Healthy	Healthy Choices	Clean and Healthy	Medicine Safety	Road Safety	Happy, Healthy Me
<b>Year 2 – Jo</b> Cycle A	Being Healthy	Being Relaxed	Medicine Safety	Healthy Eating	Healthy Eating	Health, Happy Me
<b>Year 3 – Jino</b> Cycle B	Being Fit and Healthy	Being Fit and Healthy	What Do I Know About Drugs?	Being Safe	Safe or Unsafe?	My Amazing Body
<b>Year 4 – Jaz</b> Cycle A	My Friends and Me	Group Dynamics	Smoking	Alcohol	Healthy Friendships	Celebrating My New Strength and Assertiveness
<b>Year 5 – Jez</b> Cycle A and B	Smoking	Alcohol	Emergency Aid	Body Image	My Relationship with Food	Healthy Me
<b>Year 6 – Jem</b> Cycle A and B	Taking Responsibility for my Health and Well-Being	Drugs	Exploitation	Gangs	Emotional and Mental Health	Managing Stress and Pressure

# Medium Term Plans – Summer 1

Summer 1 – Relationships	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>EYFS – Jenie</b> Cycle A and B	My Family and Me!	Make friends, never ever break friends (1)	Make friends, never ever break friends (2)	Falling Out and Bullying (1)	Falling Out and Bullying (2)	Being the best friends, we can be
<b>Year 1 – Jack</b> Cycle B	Families	Making Friends	Greetings	People Who Help Us	Being My Own Best Friend	Celebrating My Special Relationships
<b>Year 2 – Jo</b> Cycle A	Families	Keeping Safe – Exploring Physical Contact	Friends and Conflict	Secrets	Trust and Appreciation	Celebrating My Special Relationships
<b>Year 3 – Jino</b> Cycle B	Family Roles and Responsibilities	Friendship	Keeping Myself Safe Online	Being a Global Citizen – Part 1	Being a Global Citizen – Part 2	Celebrating My Work on Relationships
<b>Year 4 – Jaz</b> Cycle A	Jealousy	Love and Loss	Memories	Getting on and Falling Out	Girlfriends and Boyfriends	Celebrating my Relationships with People and Animals
<b>Year 5 – Jez</b> Cycle A and B	Recognising Me	Safety with Online Communities	Being in an Online Community	Online Gaming	My Relationship with Technology – Screen Time	My Relationship – Staying Safe and Happy Online
<b>Year 6 – Jem</b> Cycle A and B	What is Mental Health?	My Mental Health	Love and Loss	Power and Control	Being Online – Real or Fake? Safe or Unsafe?	Using Technology Responsibly

## Medium Term Plans – Summer 2

Summer 2 – Changing Me	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>EYFS – Jenie</b> Cycle A and B	My Body	Respecting My Body	Growing Up	Fun and Fears (1)	Fun and Fears (2)	Celebration
<b>Year 1 – Jack</b> Cycle B	Life Cycles	Changing Me	My Changing Body	Boys' and Girls' Bodies	Learning and Growing	Coping with Changes
<b>Year 2 – Jo</b> Cycle A	Life Cycles in Nature	Growing from Young to Old	The Changing Me	Boys' and Girls' Bodies	Assertiveness	Looking Ahead
<b>Year 3 – Jino</b> Cycle B	How Babies Grow	Babies	Outside Body Changes	Inside Body Changes	Family Stereotypes	Looking Ahead
<b>Year 4 – Jaz</b> Cycle A	Unique Me	Having a Baby	Girls and Puberty	Circles of Change	Accepting Change	Looking Ahead
<b>Year 5 – Jez</b> Cycle A and B	Self-Image and Body Image	Puberty for Girls	Puberty for Boys	Conception	Looking Ahead – Part 1	Looking Ahead Part 2
<b>Year 6 – Jem</b> Cycle A and B	My Self-Image	Puberty	Babies: Conception to Birth	Boyfriends and Girlfriends	Real Self and Ideal Self	The Year Ahead

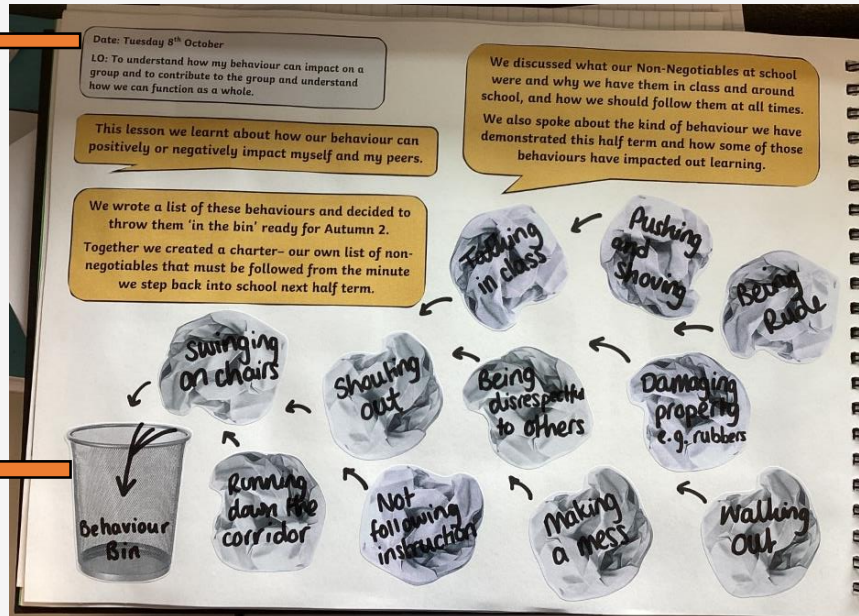


# Prior Learning

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly Jigsaw PSHE lessons which follow a fully planned and spiralling/progressive PSHE scheme. Prior learning is also shown in the progression grids and the class floor books from the current and previous years. Discussions are had at the start of each lessons using the Piece numbers highlighted on the slides and the title slide which identifies which topic we are on. Unit recaps are also carried out at the start and end of each unit to ensure any gaps or misconceptions are addressed, corrected and accurate learning can be built upon.

LO's highlighted on every page to allow accurate recap.

Visuals to show what was learnt in the lesson as well as write ups, help all pupils access the recap of prior learning, even in EYFS.



Jigsaw



Being Me in My World

Piece  
1

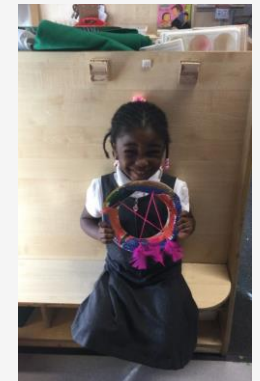
# Knowledge Organisers

Knowledge Organisers (KO's) are available for teachers to use in each lesson, however, unlike other foundation subjects, PSHE is recorded in one class floor book, so children do not use the KO's in the same way as they may in History or Science for example. Additionally, due to the complex needs in our individual classes, KO's are not used in the same way in each class or by each year group. Teachers use their knowledge of their children and their teacher judgement to determine how these KO's are used in each classroom during PSHE. Some teachers use them in their floor books, some teachers may refer to them when adapting planning and ensuring all content is covered and others may use the vocabulary but not the document itself. Here is an example of some we have access to through Jigsaw PSHE...



# Whole School PSHE Events

At Abingdon, we aim to enhance and enrich the lives of children by enabling them to have access to a variety of fantastic learning opportunities within and beyond the curriculum. We believe PSHE Education, British Values and the SMSC (spiritual, moral, social and cultural) development has a crucial role in preparing pupils for the world outside, helping them to develop the skills and attributes they need to thrive and achieve their full potential. Our enhancement calendar enables us to include a variety of events, talks, assemblies, and discussions into our curriculum and ensures children gain a holistic view of the world around them.





# Abingdon Enhancement Calendar



International Poetry Day – English Cross-Curricular Link



Harvest

October 2024						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
International Walk to School Month Black History Month	1	2	National Poetry Day	4 Harvest Festival	5	6 Cerebral Palsy Day
7	8	9	10 World Mental Health Day	11	12	13
14	15	16	17	18 Half Term	19	20
21	22	23	24 United Nations Day	25	26	27
28 INSET	29 Autumn	30	31 Halloween / Diwali			



World Mental Health Day



Diwali



Anti-Bullying Week – Odd Socks Day

November 2024						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1 World Vegan Day	2	3
4	5 Bonfire Night	6	7	8	9	10
11 Anti-Bullying Week Remembrance Day	12 Odd Socks Day	13 World Kindness Day	14	15 Children in Need	16	17
18 UK Parliament Week Road Safety Week	19	20	21	22	23	24
25	26	27	28	29	30 St Andrew's Day	1



Cerebral Palsy Day



Remembrance Day – History Cross-Curricular Link



Road-Safety Week



Children in Need

# Key Learning - Posters

Below is an example of the PSHE key learning posters which have been made for each Unit. The posters highlight to the children (using 'key' images), what we want them to know by the end of each Jigsaw Piece.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Being Me in My World



To know I belong in my class and understand how to make my class a safe place for everybody to learn.



To understand the rights and responsibilities as a member of my class.



To understand the rights and responsibilities for being a member of my class and know my views are valued and can contribute to the Learning Charter.



To recognise how it feels to be proud of an achievement.



To recognise the choices, I make and understand the consequences these choices come with, along with the range of feelings that come with them too.



To understand my rights and responsibilities within our Learning Charter and make the right choices to follow this.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Celebrating Difference



To identify similarities between people in my class and tell you some ways in which I am the same as my friends.



To identify differences between people in my class and tell you some ways in which I am different from my friends.



To explain what bullying is and understand how being bullied might feel.



To know who I could talk to if I was feeling unhappy or being bullied and understand how to be kind to children who are bullied.



To know how to make new friends and recognise how it feels to make a new friend.



To understand these differences we have make us all special and unique.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Dreams and Goals



To set simple goals and tell you about something I do well.



To work out how to achieve a goal and explain how I work best.



To understand how to work well with a partner and celebrate achievement with them when success occurs.



To tackle new challenges and understand this might stretch my learning and be tricky at times.



To explain obstacles which make it more difficult to achieve my new challenge and how this feels and generate ideas of how to overcome them.



To explain how I felt when I succeeded in a new challenge and how I celebrated it and recognise how to store the feelings of success in my internal treasure chest.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Healthy Me



To understand the difference between being healthy and less healthy, and know some ways to keep myself healthy.



To know how to make healthy lifestyle choices and feel good about myself when I make these choices.



To understand how to keep myself clean and healthy, and understand how germs cause disease/illness.



To understand that all household products including medicines can be harmful if not used properly And recognise medicines must be used safely in order for them to help me when I feel poorly.



To know how to keep safe when crossing the road, and explore people who can help me to stay safe.



To explain why I think my body is amazing and identify some ways to keep it safe, happy and healthy.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Relationships



To identify the members of my family and understand that there are lots of different types of families.



To identify what being a good friend means to me and how I can make new friends.



To know appropriate ways of physical contact to greet my friends and know which ways I prefer and which forms of physical contact are acceptable and unacceptable to me.



To know who can help me in my school community and recognise when I need help and how to ask for it.



To recognise my qualities as a person and a friend and identify ways to praise myself.



To explain why I appreciate someone who is special to me and express how I feel about them.



## PSHE Key Learning (KS1) – Cycle B (Jack) – Changing Me



To begin to understand the life cycles of animals and humans and recognise that changes happen as we grow and that is OK.



To identify things about me that have changed and things about me that have stayed the same whether I wanted them to or not.



To understand that growing up is natural and that everybody grows at different rates.



To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.



To understand that every time I learn something new I change a little bit.



To explain changes that have happened in my life and develop some ways to cope with changes.

# Assessment

Assessing children's learning is vital to inform their next steps. A full assessment process is embedded in the Jigsaw program including a set of attainment descriptors for every year group and assessment activities to involve children in the process. We use a number of formative assessment strategies in PSHE like questioning, quizzes, speaking and listening opportunities, weekly recaps etc. as well as assessing against the attainment descriptors (broken down on the key learning posters) at the end of each unit.



Ages 5-6

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name	Assessment Date	Working towards	Working at	Working beyond
<b>Puzzle 1 Being Me in My World</b>		I can tell you something positive that I like about being in my class.  I can say how I help make my class a happy and safe place.	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 explain why I have a right to learn in a happy and safe class.  I can explain how everyone in my class has responsibilities to make our class happy and safe.
<b>Puzzle 2 Celebrating Difference</b>		I can talk about one thing that makes me different from my friends and one thing that we have in common.  I can tell you ways that I could be kind to other people in my class.	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 why being unique and special is important.  I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.
<b>Puzzle 3 Dreams &amp; Goals</b>		I can tell you about a challenge and what I did well.  I can say why a challenge made me feel good about myself.	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 what helped me to succeed in a learning challenge and explain how this made me feel.  I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.
<b>Puzzle 4 Healthy Me</b>		I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.  I know that my body is special and I need to take care of it.	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 where being healthy can help me feel happy.	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.  I can suggest how my body might come to harm if I make unhealthy choices.  I can explain how healthy choices affect the way I feel about myself and help to make me happy.
<b>Puzzle 5 Relationships</b>		I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.  I can tell you why I like some people and who I might go to for help if I needed it.	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 suggest different ways to show appreciation for other people and how to recognise their appreciation for me.  I can also explain how this helps me feel safe and good about myself.  I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.
<b>Puzzle 6 Changing Me</b>		I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.  I can tell you some things that will change for me and how I feel about this.	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.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.  I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.

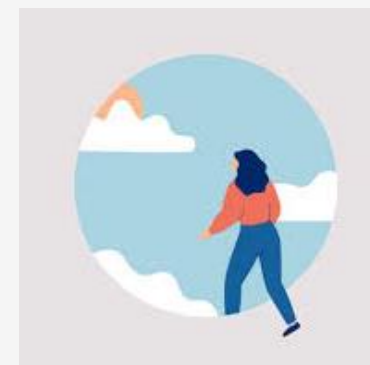
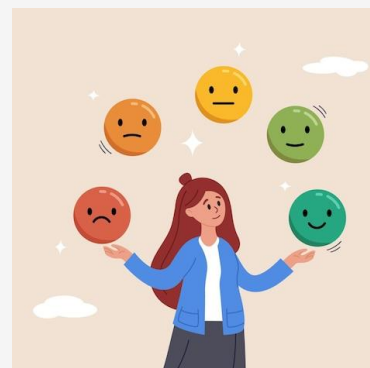


## Challenge and Adaptations

The PSHE Education Planning Framework for Pupils with SEND is supported by Jigsaw. Like us here at Abingdon, Jigsaw believe that PSHE should be accessible for all.

The Planning Framework (for SEND) is organised into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, support and safety (Looking after me and keeping safe; aspects of RSE and SE.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of RSE and SE)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of RSE and SE)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)



# Challenge and Adaptations

## Each of the six sections is subdivided into topic areas.

There is overlap between the topic areas and sections due to the importance of embedding this knowledge wherever possible. For example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Encountering effective engagement in the learning process	Foundation underpinning learning	Core fundamental learning elements	Development increasing understanding of learning	Enrichment deepening of application of learning	Enhancement applying learning in different contexts
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## Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support if needed, so they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

Section	Key stage 1 and 2 Topic areas
Self-Awareness	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>
Self-Care, Support and Safety	<ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>
Managing Feelings	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>
Changing and Growing	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>
Healthy Lifestyles	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>
The World I Live In	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>

# Challenge and Adaptations

Grids for each section identify outcomes of learning for each topic in progressive stages, starting with the Stage 1, 'Encountering', through to the Stage 6, 'Enhancement'.

Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns. Between each row are suggestions of which Jigsaw lessons cover the SEND framework.

Section	Key stage 1 and 2 Topic areas
Self-Awareness	<ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>
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[See the full document here](#)

Self-Awareness — We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 — Things we are good at	Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family.	Describe ourselves — recognising that there is self and there are others.	Identify things we are good at (strengths/ talents). Describe the ways in which we are special and unique.	Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.	Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives.	Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them.
Jigsaw PSHE lesson plan suggestions	F2 Celebrating Difference, Piece 2, 3 Relationships. Piece 1  Year 1 Being Me in My World, Piece 1 Relationships, Piece 1	F2 Being Me in My World, P1 Celebrating Difference, Piece 2  Year 1 Celebrating Difference, Piece 1, 2	F2 Celebrating Difference, Piece 1  Year 1 Dreams and Goals, Piece 1	Year 1 Dreams and Goals, Piece 1  Year 2 Healthy Me, Piece 2  Year 1 Celebrating Difference, Piece 2	Year 3 Dreams and Goals, Piece 2  Year 4 Dreams and Goals, Piece 1	Year 5 Dreams and Goals, Piece 5  Year 6 Dreams and Goals, Piece 2
SA2 — Kind and unkind behaviours	Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means.	Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong.	Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset.	Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind.	Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion). Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied. Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.	Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it. Identify different positive responses we can take towards unkind behaviour and bullying. Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.
Jigsaw PSHE lesson plan suggestions	F2 Being Me in My World, Piece 2, 4	F2 Being Me in My World, Piece 2, 4  Year 3 Celebrating Difference, Piece 5	F2 Relationships, Piece 2-5  Year 1 Relationships, Piece 3  Year 2 Celebrating Difference, Piece 3, 4	Year 3 Celebrating Difference, Piece 3-6  Year 4 Celebrating Difference, Piece 3	Year 1 Celebrating Difference, Piece 3, 4  Year 2 Celebrating Difference, Piece 3-5  Year 3 Celebrating Difference, Piece 3-5  Year 4 Celebrating Difference, Piece 3	Year 5 Celebrating Difference, Piece 1-4  Year 6 Celebrating Difference, Piece 2-4



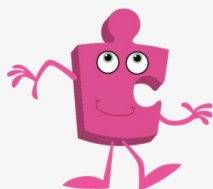
# Challenge and Adaptations

We use the 'Five-a-day' principle alongside our own current focuses for adaptations:

- "Nest/Pair/Share"
- Pre-teaching of vocabulary and any key concepts
- Visual resources and dual coding across the whole school
- Chunking learning
- Modelling and misconceptions



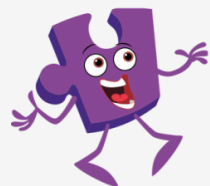
Your lessons will have different parts



- The Jigsaw Charter will help you feel safe and respected.
- Connect Us is when you will play some games.
- Calm Me time will help you relax and manage your feelings.



Your lessons will have different parts!



- Open My Mind will focus your thoughts on the lesson topic.
- Tell Me or Show Me is when you will be taught new skills and information.
- Let Me Learn is where you will have a chance to put these into practice.
- Help Me Reflect is when you will be able to think about how you feel about your learning and your progress.



## High quality teaching benefits pupils with SEND The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

### 1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



### 2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



### 3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



### 4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



### 5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



# Provision Pyramids

At Abingdon, we are fully committed to delivering a PSHE curriculum that helps foster a happy child in modern Britain. We endeavour to give children the tools to develop into enthusiastic, confident and skilled individuals both at home and at school.

Our key to success is a consistent approach across the whole school towards: British Values, The 9 Protected Characteristics, Personal Development (through our Enhancement Calendar) and the recording and presentation of floor books, to document learning and experiences of our children.

