

## Frimley Church of England School

### Relationships, Health and PSHE Education - Skills and Knowledge Progression



#### **Intent**

At Frimley, we believe the health and wellbeing of our children underpins every aspect of school life. The Jigsaw PSHE scheme of work (a mindful approach) covers all areas for the primary phase including the 2020 statutory requirements for Relationships and Health Education. It links to SMSC and British Values and through this scheme we are covering all aspects of the curriculum outlined by the government. Jigsaw is a comprehensive and carefully thought-out scheme of work which brings consistence and progression to the children's learning. It gives the relevant context to build self-esteem, confidence and resilience. The curriculum will enable the children to make informed decisions about their wellbeing, health and relationships and will build their self-efficacy through discussion and choice. There are 6 learning themes (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me) and these are taught across the school. The learning deepens and broadens each year.

#### **Implementation**

At Frimley, we consider PSHE to be an integral part of the children's personal and social development which is why we have a dedicated an afternoon each week which to deliver PSHE.

- The children have weekly lessons within the timetabled 'Feel Good Friday' which last approximately an hour each
- Every lesson starts with a reminder of the PSHE rules which are displayed in each class and 5 minutes of mindfulness calm
- Each lesson will end with a self-assessment evaluation which will be monitored (in books)
- Flips are made through using the comprehensive planning (including recommended questions for discussion) from the Jigsaw scheme
- Each year group (and class) have their own Jigsaw mascot which is used as a talking object i.e. in Year 5, the children know Jigsaw Jez is there to help give them confidence to take part in discussions

#### **Children's input/influence**

- Weekly lessons which reflect their world and the benefits of consistency
- Use of immersion assemblies linked to the new topic themes
- Use of the Jigsaw characters
- Child-led activities within the lessons
- Children voice own ideas for Feel Good Friday



At Frimley, we extend the development of PSHE through assemblies, Enrichment Days, Charity Days, Feeling Good Week and Mental Health Week amongst other activities. The curriculum overview shows progression of both knowledge and skills. The Jigsaw monitoring tool will be used to monitor books and flips. Pupil voice will be gathered half-termly as will feedback from mental health ambassadors (one teacher from each year group).

This monitoring will then feed into staff development alongside; updates during staff meetings; wellbeing newsletter which provides additional content and resources and signposting to CPD on the Jigsaw website.

## **Impact**

*'In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'*  
Secretary of State, June 2019.

### **The children will:**

- Develop resilience and responsibility towards their learning and other people
- Develop compassion and respect
- Gain understanding of what a healthy relationship, body and mind look and feel like
- Understand what it means to be a good friend. To know how to stay safe on and off line
- They will know how to question, suggest and ask
- Understand how to stay safe

Children will leave Frimley emotionally ready for their next journey; equipped with the power, tools and knowledge to stay safe and make good choices.

## **Curriculum**

- Depth and breadth of the Jigsaw scheme which is fully comprehensive and progressive
- Monitoring checklist to ensure coverage
- Excitement, understanding and engagement of children who are able to talk about their lessons
- In classrooms Jigsaw character / PSHE activities in trays to support learning, on walls or in books / PSHE learning charter
- Positive use of self-assessment / reflection tool

## What Frimley offers to its pupils?

Knowledge	Year 3	Year 4	Year 5	Year 6
<b>Jigsaw – The Mindful Approach to PSHE</b>				
<b>Being Me in My World</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights & responsibilities Rewards & consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities & democracy Rewards & consequences Group decision-making Having a voice What motivates behaviour	Planning the forthcoming year Being a citizen Rights & responsibilities Rewards & consequences How behaviour affects groups Democracy, having a voice Participating	Identifying goals for the year Global citizenship Children's universal rights Feelings welcome & valued Choices, consequences & rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
<b>Celebrating Difference</b>	Families & their differences Family conflict & how got manage it (child-centred) Witnessing bullying & how to solve it Recognising how words can be hurtful Giving & receiving compliments	Challenging assumptions Judging by appearance Accepting self & others Understanding influences Understanding bullying Problem-solving Identifying how special & unique everyone is First impressions	Cultural differences & how they can cause conflict Racism Rumours & name-calling Types of bullying Material wealth & happiness Enjoying & responding Other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion Differences as conflict Difference as celebration Empathy
<b>Dreams and Goals</b>	Difficult changes & achieving success Dreams & ambitions New challenges Motivation & enthusiasm Recognising & trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes & dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs & careers Dream job & how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
<b>Healthy Me</b>	Exercise Fitness challenges Food labelling & healthy swaps Attitudes towards drugs Keeping safe & why it's important online and offline scenarios Respect for myself & others Healthy & safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol & anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation & behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines & gang culture Emotional & mental health Managing stress

<b>Relationships</b>	Family roles & responsibilities Friendships & negotiations Keeping safe online & 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	Jealousy Love & loss Memories of loved ones Getting on & falling out Girlfriends & boyfriends Showing appreciation for people & animals	Self-recognition & self-worth Building self-esteem Safer online communities Rights & responsibilities online Online gaming & gambling Reducing screen-time Dangers of online grooming SMARTT Internet safety rules	Mental health -0 identifying mental health worries & sources of support Love & loss Managing feelings Powering & control Assertiveness Technology safety Take responsibility with technology use
<b>Changing Me</b>	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls & puberty Confidence in change Accepting change Preparing for transition Environmental change	Self and body image Influence of online & media on body image Puberty for girls Puberty for boys Conceptions (including IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body image Puberty & feelings Conception to birth Reflections about change Physical attraction Respect & consent Boyfriends / girlfriends Sexting / Nudes Transition
<b>Skills</b>				
<b>Being Me in My World</b>	<p><b>I can explain how</b> my behaviour can affect how others feel &amp; behave.</p> <p><b>I can explain why</b> it's important to have rules <b>&amp; how that helps me</b> and others in my class to learn.</p> <p><b>I can explain why</b> it's Important to feel valued.</p>	<p><b>I can explain why</b> being listened to and listening to others is important in my school community.</p> <p><b>I can explain why</b> being democratic is important &amp; can help me &amp; others feel valued.</p>	<p><b>I can compare</b> my life with other people in my country &amp; explain why we have rules, rights &amp; responsibilities to try &amp; make the school &amp; the wider community a fair place.</p> <p><b>I can explain</b> how the actions of one person can affect another &amp; can give examples of this from school &amp; the wider community.</p>	<p><b>I can explain how my choices</b> can have an impact on people in my immediate community &amp; globally.</p> <p><b>I can empathise with</b> others in my community &amp; globally &amp; explain how this can influence the choices I make.</p>
<b>Celebrating Difference</b>	<p><b>I can describe</b> different conflicts that might happen in family or friendship groups &amp; how words can be used in hurtful or kind ways when conflicts happen.</p>	<p><b>I can tell you</b> a time when my first impression of someone changed as I got to know them.</p>	<p><b>I can explain the difference</b> between direct &amp; indirect types of bullying &amp; <b>I can offer a range of strategies</b> to help myself &amp; others if we become involved (directly / indirectly) in a situation.</p>	<p><b>I can explain ways in which difference</b> can be a source of conflict or a cause for celebration.</p> <p><b>I can show empathy</b> with people in situations where their difference</p>

	<p><b>I can tell you how</b> being involved with a conflict makes me feel &amp; <b>I can offer strategies</b> to help the situation.</p>	<p><b>I can explain</b> why bullying might be difficult to spot &amp; what to do about if I am not sure.</p> <p><b>I can explain</b> why it is good to accept myself &amp; others for who they are.</p>	<p><b>I can explain why</b> racism and other forms of discrimination are unkind.</p> <p><b>I can express</b> how I feel about discriminatory behaviour.</p>	<p>is a source of conflict or a cause for celebration.</p>
<b>Dreams and Goals</b>	<p><b>I can explain</b> the different ways that help me learn &amp; what I need to do to improve.</p> <p><b>I am confident &amp; positive</b> when I share my success with others.</p> <p><b>I can explain how</b> these feelings can be stored in my internal treasure chest &amp; why this is important to me.</p>	<p><b>I can plan &amp; set</b> new goals even after disappointment.</p> <p><b>I can explain</b> what it means to be resilient &amp; <b>to have</b> a positive attitude.</p>	<p><b>I can compare</b> my hopes &amp; dreams with those of young people from different cultures.</p> <p><b>I can reflect</b> on the hopes &amp; dreams of young people from other culture &amp; <b>explain how this makes me feel.</b></p>	<p><b>I can explain different ways</b> to work with others to help make the world a better place.</p> <p><b>I can explain what motivates me</b> to make the world a better place.</p>
<b>Healthy Me</b>	<p><b>I can identify things, people &amp; places</b> that I need to keep safe from, and <b>can tell you some strategies</b> for keeping myself safe &amp; healthy including who to go to for help &amp; how to call emergency services</p> <p><b>I can express how</b> being anxious/ scared &amp; unwell feels</p>	<p><b>I can recognise when people</b> are putting me under pressure &amp; <b>can explain ways to resist</b> this when I want to.</p> <p><b>I can identify</b> feelings of anxiety &amp; fear associated with peer pressure.</p>	<p><b>I can explain different</b> roles that food &amp; substances can play in people's lives.</p> <p><b>I can explain how</b> people can develop eating problems (disorders) relating to body image pressures &amp; how smoking &amp; alcohol misuse is unhealthy.</p> <p><b>I can summarise</b> different ways that I respect &amp; value my body.</p>	<p><b>I can explain</b> when substances including alcohol are being used anti-socially or being misused &amp; the <b>impact</b>, this can have on an individual or others.</p> <p><b>I can identify &amp; apply skills</b> to keep myself emotionally healthy &amp; to manage stress &amp; pressure.</p>
<b>Relationships</b>	<p><b>I can explain</b> how my life is influenced positively by people I know and also by people from other countries</p> <p><b>I can explain</b> why my choices might affect my family, friendships &amp; people around the world who I don't know</p>	<p><b>I can recognise</b> how people are feeling when they miss a special person or animal.</p> <p><b>I can give ways</b> that might help me manage my feelings when missing a special person or animal.</p>	<p><b>I can compare</b> different types of friendships &amp; the feelings associated with them.</p> <p><b>I can explain</b> how to stay safe when using technology to communicate with my friends, <b>including how</b> to stand up for myself, negotiate and to resist peer pressure.</p>	<p><b>I can identify</b> when people may be experiencing feelings associated with loss &amp; also recognise when people are trying to gain power or control.</p> <p><b>I can explain the feelings</b> I might experience if I lose somebody special &amp; when I need to stand up</p>

			<p><b>I can apply strategies</b> to manage my feelings &amp; the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>for myself &amp; my friends in real or online situations.</p> <p><b>I can offer strategies</b> to help me manage these feelings &amp; situations.</p>
<b>Changing Me</b>	<p><b>I can explain</b> how boys' &amp; girls' bodies change on the inside / outside during growing up process can tell you why these changes are necessary</p> <p><b>I recognise how I feel</b> about these changes happening to me and can suggest some ideas to cope</p>	<p><b>I can summarise</b> the changes that happen to boys' and girls' bodies that prepare them for making a by when they are older, I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p><b>I can offer</b> some suggestions about how I might manage my feelings when changes happen.</p>	<p><b>I can explain how</b> boys and girls change during puberty and why looking after myself physically +&amp; emotionally is important.</p> <p><b>I can summarise</b> the process of conception.</p> <p><b>I can express how</b> I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p><b>I can describe</b> how a baby develops.</p> <p><b>I recognise</b> how I feel when I reflect on becoming a teenage.</p>