

# PHSE Curriculum Road Map



EYFS

Managing Feelings and Behaviour  
Rights/ Responsibilities, What I am good at, Families Homes, Making Friends Standing up for Yourself Challenge, Setting a Goal  
Everybody's Body, Stranger Danger Bullying

Relationships

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Changing Me

Year 1+2 (A)

I can talk about difference.

Succeeding in a new challenge, working cooperatively.

Year 1+2 (B)

I can tell you some of the differences between boys bodies and girls bodies  
I know the names of body parts,

Staying healthy.

I can explain why my class is a happy and safe place to learn.  
I can explain why my behaviour can impact on other people in my class.



I can describe conflicts.  
I can talk about bullying

I can compare my life with others.  
I can talk about rights, responsibility and choices.

I can talk about celebrating difference and conflict arising from difference. I can talk about bullying.

I can explain how my behaviour can affect how others feel and behave.

Year 3+4 (A)

I can talk about positive and negative relationships. I can talk about problem solving.

I can talk about strategies that help me to keep safe and healthy.

Year 5+6 (A)

I can compare my hopes and dreams with those of young people from different cultures.

Year 5+6 (B)

I can explain the impact that diet, smoking and alcohol consumption can have on my health.

I can explain how boys and girls change during Puberty. I can also summarise the process of conception.

I can compare different types of friendships. I can talk about the safe use of technology.

I can explain how my life is influenced positively by people I know. I can recognise the impact of loss.

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process.

I can explain the different ways that help me learn  
I can plan and set new goals,

# PSHE Subject Blurb

## The Jigsaw Approach

### Intent

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, and Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It is designed as a whole school approach, with all year groups working on the same progressive theme (Puzzle). This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

### Implementation

There are six Puzzles (Themes/ Units of work) in Jigsaw that are designed to progress in sequence from the start of each academic year:

- Term 1: Being Me in My World
- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (purple) and one is based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

As well as a progressive sequence of teaching across the year groups, each class has an interactive Zones of Regulation display which is designed appropriately for the age and ability of the class. This allows for appropriate language associated with feelings to be modelled, learned and used progressively.



Learning is accessible to everyone and consideration will be given to all children including those with SEND in every lesson. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Strategies used to ensure learning needs are met include the use of coloured backgrounds, enlarged font, small chunks of text appropriate to reading level and scaffolded tasks. Where appropriate and to support emotional literacy for all, teachers will refer to the behaviour policy as well as the Zones of Regulation during lessons. Strategies from The Thrive Approach will also be implemented to support all children.

Assessment is at a level appropriate to the pupil and teachers should be mindful that written evidence is not always appropriate for all pupils to record emotional literacy. The use of resources as outlined above should be considered and teachers are also encouraged to use alternative methods to evidence learning and understanding; these could include photos, scribed pupil voice, opportunity for verbal responses and drawings. Progression is therefore measured by understanding shown through verbal responses, links made between topics, reflections on texts and ideas, as well as more structured written work.

### Impact

Through our consistent and progressive teaching, we aim for every child to develop the emotional literacy and social skills needed to learn, stay safe and healthy in school and in the community. Children can leave primary school with the relevant context to build skills, attitudes, self-esteem, resilience and confidence.



## Early Years Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum. Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
<b>Personal, Social and Emotional Development</b>	Self- Regulation	PSHE Curriculum	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs – getting dressed, healthy eating
	Managing Self		
	Building Relationships		
<b>Communication and Language</b>	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
<b>Understanding the World</b>			Experiments, walks, roleplay, animal small world areas, topic themes, trips, cars and toys, puzzles, stories. Exploring jobs, celebrations events, difference, stories and videos. Puzzles, pictures, visitors and trips.
	People, Cultures and Communities	PSED	