

The intent of our **PSHE** curriculum at Lyncrest is that all children will have followed 'JIGSAW: The mindful approach to PSHE' and leave having explored and developed our key curriculum drivers:

- **Oracy** – Providing children with the opportunities to build on the vocabulary of PSHE and to provide time for discussion of key themes on a 1:1, small group and whole class basis.
- **Possibility and growth** – To enable children to explore the ideas of goals and personal growth.
- **Community** – To develop children's sense of self: as an individual, with their peers, as part of the school and wider community.



Our PSHE curriculum follows the JIGSAW scheme of learning which has been deliberately sequenced to build upon prior knowledge and allow for a progression of skills. The JIGSAW scheme provides a universal curriculum that builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and others.

Our long term map shows the overview of units to be taught. These units follow the same theme (puzzle) each term from Nursery to Year 6: **Being me in my world, Celebrating difference, Dreams and goals, Healthy Me, Relationships and Changing Me**. Each theme builds on children's prior knowledge and understanding exploring key themes focusing on emotional literacy and mindfulness.

We recognise that an effective PSHE curriculum is essential to providing our children with the skills to better understand themselves and others, especially in light of the impact that COVID has had on children's mental well-being. This underpins children's learning as a whole and focuses on skills that are key to success in all subjects: attitudes, self-esteem, resilience and confidence.

Our PSHE curriculum is enhanced through assemblies, theme weeks and celebrations. We follow a calendar of key events throughout the year which enables children to feel connected as a community and with the wider world. For example, Black History month, anti-bullying week and Internet safety week. This approach enables our children to develop an understanding of their place in our world.

Our PSHE curriculum also reflects and draws upon our sex and relationships education policy and our online safety policy too.

## VOCABULARY PROGRESSION

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Feelings</b> <b>Friends</b> <b>Community</b> <b>Goals and dreams</b> <b>Similar</b> <b>Different</b> <b>Challenge</b> <b>Obstacle</b> <b>Healthy food</b> <b>Exercise</b> <b>Family</b> <b>Friend</b> <b>Bullying</b> <b>Growing up</b>	<b>Rights and responsibilities</b> <b>Consequences</b> <b>Success</b> <b>Challenge</b> <b>Healthy lifestyle</b> <b>Belonging</b> <b>Life cycle</b> <b>Road safety</b> <b>Medicine safety</b> <b>Bullying</b> <b>Differences</b> <b>Assertiveness</b> <b>Confidence</b>	<b>Rights and responsibilities</b> <b>Rewards and consequences</b> <b>Choices</b> <b>Perseverance</b> <b>Learning strengths</b> <b>Co-operation</b> <b>Trust</b> <b>Physical contact boundaries</b> <b>Bullying</b> <b>Confidence</b>	<b>Personal goals</b> <b>Self-identity and worth</b> <b>Rules, rights and responsibilities</b> <b>Perspectives</b> <b>Ambition</b> <b>Motivation</b> <b>Enthusiasm</b> <b>Obstacles</b> <b>Negotiation</b> <b>Online safety</b> <b>Global citizen</b> <b>Healthy swaps</b> <b>Stereotypes</b> <b>Bullying</b> <b>Confidence</b> <b>Aspiration</b>	<b>School citizen</b> <b>Rights, responsibilities and democracy</b> <b>Assumptions</b> <b>Judgment by appearance</b> <b>Resilience</b> <b>Positive attitudes</b> <b>Realistic dreams</b> <b>Bullying</b> <b>Peer pressure</b> <b>Inner strength</b> <b>Group dynamics</b> <b>Confidence</b> <b>Aspiration</b> <b>Puberty</b> <b>Environmental change</b>	<b>Citizenship</b> <b>Democracy</b> <b>Cultural differences</b> <b>Conflict</b> <b>Racism</b> <b>Rumours</b> <b>Bullying</b> <b>Jobs and careers</b> <b>Charity</b> <b>Self-recognition and self-worth</b> <b>Building self-esteem</b> <b>Aspiration</b> <b>Online gaming and gambling</b> <b>Dangers of online grooming</b> <b>Protective behaviours</b> <b>SMAART internet safety rules</b> <b>Body image</b> <b>Puberty</b> <b>Conception</b>	<b>Global citizenship</b> <b>Children's universal rights</b> <b>Group dynamics</b> <b>Democracy, having a voice</b> <b>Anti-social behaviour</b> <b>Role-modelling</b> <b>Disability</b> <b>Inclusion</b> <b>Exclusion</b> <b>Bullying</b> <b>Empathy</b> <b>Aspiration</b> <b>Success criteria</b> <b>Compliments</b> <b>Personal responsibility</b> <b>Substance abuse</b> <b>Exploitation</b> <b>Protective behaviours</b> <b>County lines</b> <b>Gang culture</b> <b>Stress</b> <b>Mental health</b> <b>Managing feelings</b> <b>Puberty</b> <b>Physical attraction</b> <b>Respect and consent</b> <b>Boyfriends/girlfriends</b> <b>Sexting</b> <b>Self-image</b> <b>Body image</b>

By the end of their time at Lyncrest a year 6 child will be able to . . .

- Demonstrate a deep understanding of PSHE, the skills and knowledge to deal with changing situations within personal and social development.
- Use PSHE specific vocabulary.
- Understand their rights as a citizens and what it means to live in a democracy.
- Understand that they are part of a community.
- Understand the impact of their own behaviour.
- Discuss their goals and the possibilities for personal growth.
- Understand how to keep themselves safe and know what to do if they don't feel safe.
- Understand that they have a voice and that their opinions are valued.
- Respect the opinions of others and understand that listening is as important as speaking.
- Display a positive and resilient attitude in a variety of contexts.
- Understanding diversity in the local and wider community.
- Recognise different relationships and make connections in PSHE lessons.

In order to support all children to achieve this, including those with Special Educational Needs, we will . . .

- Provide oral instructions for pupils and present materials in an oral format.
- Provide frequent progress checks so individuals know how well they are progressing toward a goal.
- Provide opportunities for discussion prior to recording so children can demonstrate understanding.
- Give immediate feedback to ensure that the pupils can see the relationship between what was taught and what was learned.
- Wherever possible, make activities concise and short.
- Provide concrete objects/pictorial representations and specialist resources, linked to individual needs, to support learning.
- Pre-teach new vocabulary and new concepts.
- Provide access arrangements, such as a scribe or additional time, where appropriate.
- Provide opportunities for pupils to re-visit prior learning.
- Ensure praise given is specific and link the activity directly with the recognition, e.g. I was particularly pleased with your use of ...
- Encourage cooperative learning activities when possible and have pupils of varying abilities work together to create an atmosphere in which a true 'community of learners' is facilitated and enhanced.

