



West Drayton Academy

Believe • Empower • Achieve



PSHE CURRICULUM



INTENT

At West Drayton Academy, our Personal, Social, Health and Economic Education (PSHE) curriculum provides pupils with the knowledge, skills and attributes they need to stay healthy, safe and thrive now and in the future.

With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we aspire for our pupils to be considerate, respectful and resilient individuals. Our scheme provides opportunities for pupils to develop a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We aim to develop pupil's social skills, self-esteem, self-confidence and their knowledge of how to control and manage their thoughts and feelings.

Our PSHE curriculum enhances the personal development of our pupils and reinforces our school's 4 Pillars: **Head** - have high expectations, **Heart** - be kind and considerate, **Hands** - engaged in learning and **Health** - be healthy and happy.

IMPLEMENTATION

At West Drayton Academy, we use the Jigsaw scheme to teach PSHE from nursery to year 6. Jigsaw offers a comprehensive programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving pupils relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work, each containing six lessons, with each year group studying the same unit at the same time (at their own level):

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)

Every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).



**I can recognise who I work well with
and who it is more difficult for me to work with**

**I can tell you how working with other people
helps me learn**

In nursery and reception, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives covered are the Personal, Social and Emotional Development (PSED) statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. The Jigsaw Scheme is used to further develop pupils' knowledge and skills.

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson.



The lessons are split into 6 parts, all of which support pupils to develop and practise key knowledge and skills:

Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' encourages positive relationships and enhances collaborative learning.

Calm me - This section of the lesson helps pupils gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This underpins the mindful approach advocated in Jigsaw and enhances reflection and spiritual development.

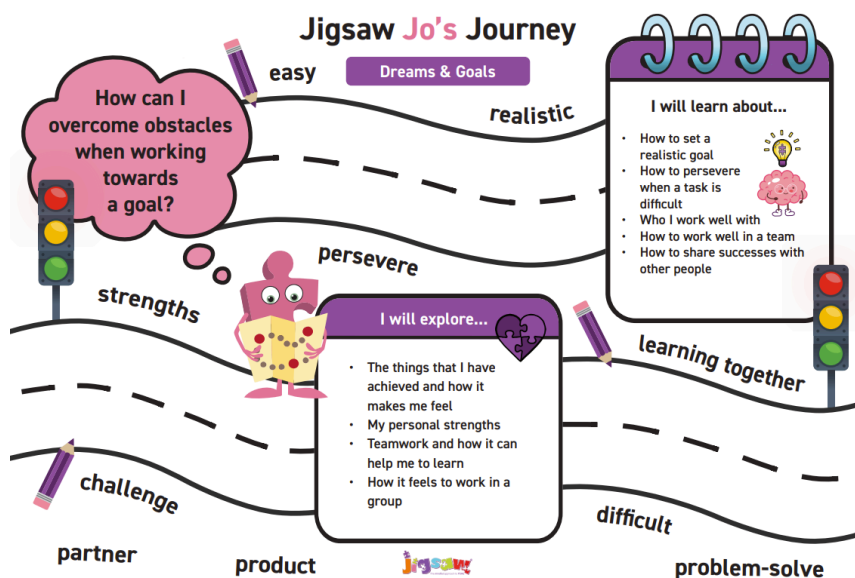
Open my mind - Teachers introduce the most important aspects of learning intended for each lesson sharing the learning intentions, key vocabulary and links to previous learning.

Tell me or show me - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - After receiving new information/concepts, pupils are given the opportunity to manipulate, use, and play with that new information in order for it to make sense to them and for them to link it to their existing learning.

Help me reflect - Throughout Jigsaw, pupils are encouraged to reflect on their learning experiences and their progress. By reflecting, they can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Knowledge organisers are introduced at the beginning of each half-term unit of work. They provide key vocabulary and specific, age-related information that is integral to pupils' learning. Each knowledge organiser encourages pupils to reflect on what they already know, what they are going to learn, what words they can use to connect their learning, what they have learnt at the end of the topic and how they might be able to apply this in their everyday life.



Each lesson also has age related key vocabulary linking directly to the topic and lesson content. When teachers introduce key vocabulary pupils are given the opportunity to explore the meaning of new words and use the vocabulary in context.

Vocabulary Match the word with a definition or picture

choice	Ghana	West Africa	cocoa plantation	cocoa pods
rights	education	community		

a moral or legal entitlement to have or do something

a large farm where cocoa is grown

colourful husks encasing edible flesh and seeds found on evergreen trees belonging to the Malvaceae family.

PREVIOUS LEARNING

'If nothing has altered in long-term memory, nothing has been learned', (Sweller et al, 2011).

Our curriculum is purposely designed to be progressive, building on knowledge over time. As educators, our role is to facilitate opportunities for pupils to make connections, revisit learning and therefore retain knowledge as part of their long-term memory.

At the beginning of the lesson, teachers will share a 'Previous Learning' slide with pupils. This provides teachers with the opportunity to discuss prior knowledge and previously taught skills from past lessons. The aim is that pupils are supported in making connections between what they already know and their new learning.



GRADES

We want our pupils to understand and respect peoples' differences. We highlight this through grades: people's differences in regards to a person's **G**ender, the **R**elationships we have with other people, **A**ge, **D**isability, **E**thnicity and **S**exual orientation. Our aim is to encourage pupils to recognise, respect and welcome differences and GRADES is embedded throughout our PSHE lessons. The Jigsaw scheme helps pupils to understand these characteristics fully and in an age appropriate way.

The topic 'Celebrating Difference' is the most pertinent of units for teaching about GRADES, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Pupils learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this topic.

The 'Relationships' topic also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deepen pupils' understanding of GRADES. They have the chance to explore roles and responsibilities in families and look at stereotypes.

In each lesson, teachers make explicit links to GRADES, supporting pupils to develop a strong understanding of each characteristic through appropriate lesson content.



In this lesson we will thinking about relationships and age.



At West Drayton Academy, we offer a whole school Personal Development Programme, which is intertwined with our PSHE scheme. British Values, SMSC, building healthy, positive relationships, well-being and safeguarding are threaded through each Jigsaw topic and are taught in such a way as to reflect the overall aims and values of our school (Our 4 Pillars). The Jigsaw scheme offers optional lesson plans that we often include throughout the year. These cover topics that we feel are an important addition to meeting the needs of our pupils.



LONG TERM OVERVIEW

YEAR GROUP	BEING ME IN MY WORLD	CELEBRATING DIFFERENCES	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
EYFS	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
Year 1	FEELING SPECIAL AND SAFE BEING PART OF A CLASS RIGHTS AND RESPONSIBILITIES REWARDS AND FEELING PROUD CONSEQUENCES	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
Year 2	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 GENDER 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
Year 3	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	EXERCISE FITNESS CHALLENGES FOOD LABELLING AND HEALTHY SWAPS ATTITUDES TOWARDS DRUGS KEEPING SAFE AND WHY IT'S IMPORTANT ONLINE AND OFFLINE SCENARIOS RESPECT FOR MYSELF AND OTHERS	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 PUPIL	HOW BABIES GROW UNDERSTANDING A BABY'S NEEDS OUTSIDE BODY CHANGES INSIDE BODY CHANGES FAMILY STEREOTYPES CHALLENGING MY IDEAS PREPARING FOR TRANSITION

			MANAGING FEELINGS SIMPLE BUDGETING	HEALTHY AND SAFE CHOICES	HAVE DIFFERENT LIVES EXPRESSING APPRECIATION FOR FAMILY AND FRIENDS	
YEAR 4	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 ASSERTIVENESS PEER PRESSURE CELEBRATING INNER STRENGTH	JEALOUSY LOVE AND LOSS MEMORIES OF LOVED ONES GETTING ON 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
YEAR 5	PLANNING THE FORTHCOMING YEAR 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 MATERIAL 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 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
YEAR 6	IDENTIFYING GOALS FOR THE YEAR GLOBAL CITIZENSHIP PUPIL'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 SEXING TRANSITION


INCLUSION

At West Drayton Academy, teachers ensure that they make learning inclusive for all. The Jigsaw scheme allows teachers to revisit and build on teaching and learning in a way that is age and stage appropriate for all pupils. With its spiral approach to progression, teachers can adapt work to both support and stretch pupils. Teachers plan PSHE lessons weekly and this gives them an opportunity to adapt resources and lesson content to suit the individual needs of pupils. Some of these adaptations will take place through good classroom practice e.g. guided discussions, adult support and adaptations to questioning, scenarios and vocabulary. Teachers can prepare visual resources and adapted vocabulary lists and knowledge organisers to ensure that pupils are receiving the key information they need to meet the objectives of the lesson.

IMPACT

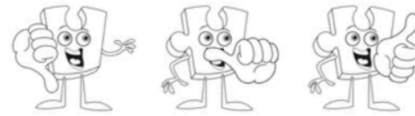
The PSHE Subject Leader monitors the quality of teaching and learning in PSHE across the school including lesson observations, planning reviews, pupil voice and book sampling exercises to measure impact and further improve outcomes of pupils across the school.

The Skills tracker is used as an assessment tool and teachers will track progress against a given criteria to assess whether pupils are working towards age-related expectations, working at age-related expectations or working at a greater depth level. Teachers use their knowledge of pupil progress during each lesson to carefully assess and keep track of the skills learnt by pupils. This information is then used to adapt planning to suit the needs of year groups, classes and individual pupils. Pupil progress and attainment is then analysed and shared through Early Years and Key Stages 1 and 2.

 West Drayton Academy Believe • Empower • Achieve		AUTUMN 1 BEING ME IN MY WORLD - PUZZLE 1					
		I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.	I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave.	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.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.	I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
YEAR 3 PSHE JIGSAW TRACKER 2023/24		WTS		EXS		GDS	
Total Pupils	86						

Throughout each lesson there are multiple opportunities for teachers to gather assessment information; previous learning questions, whole class discussions, group work, independent work and end of lesson and unit reflections. These can all be used to support teacher judgement at the end of each topic.

**I know what it means
to be a witness to bullying**



**I know some ways of helping
to make someone who is bullied
feel better**



Jigsaw Jo's Journey

My Thinking Pad

What have I learnt in this puzzle that helps me to be mentally and physically healthy?

A healthy choice could be...

When I make a healthy choice, it makes me feel...

I can be safe when taking medicines by...

Why is it important to keep healthy?

How do you know if something is a medicine?
If you are not sure, what should you do?

Can you explain why foods can be good for your body?

Healthy Me



Jigsaw Jo, a pink notepad character, is holding a yellow mirror. The entire page is decorated with puzzle pieces.