



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

PSHE

Intent

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1. Curriculum Vision

At St John's & St Peter's CE Academy, we value PSHE as a way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and to equip them for life and learning. Our primary PSHE curriculum forms a foundational piece in our commitment to nurturing well-rounded individuals. Guided by the Jigsaw Scheme, we help students explore self-awareness and the richness of the world around them. From identity to community engagement, our curriculum empowers students to express their views, respect diverse perspectives, and embody our school values of Contribution, Understanding, Peace, Trust, Resilience and Joy. As our students progress, we cultivate essential knowledge and life skills. In partnership with parents, our local Church, and the Ladywood community, we strive to empower students to shine brightly and show God's love in action. We hope to see our children flourish, our culture transformed, and our community thrive.

2. Curriculum Aims

Our PSHE Curriculum, Jigsaw, has two main aims for all children:

- **To build their capacity for learning**
- **To equip them for life**

Underpinning these two main aims are more specific aims linked to the different areas of the PSHE Curriculum. These are:

1. **Promote Personal Development:**

- Foster self-awareness and positive self-esteem.
- Encourage goal-setting and reflection.

2. **Enhance Social Skills:**

- Develop effective communication and interpersonal skills.
- Cultivate empathy, diversity appreciation, and teamwork.

3. **Ensure Health and Well-being:**

- Promote a healthy lifestyle and mental well-being.
- Equip students to make informed health decisions.

4. **Build Positive Relationships:**

- Explore healthy relationships and consent.
- Provide strategies for managing peer pressure.

5. **Develop a Sense of Citizenship:**

- Instil responsibility and awareness of community roles.
- Foster commitment to social justice and positive contributions.

6. **Introduce Economic and Financial Literacy:**

- Teach basic economic concepts and financial literacy.

- Develop an understanding of the world of work.

7. Ensure Online Safety and Digital Citizenship:

- Educate on responsible technology use and online safety.
- Promote digital citizenship and ethical online behaviour.

8. Encourage Critical Thinking and Decision-Making:

- Develop critical thinking skills and ethical decision-making.
- Analyse and evaluate information from various sources.

4. National Curriculum

The Department for Education states that:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

5. Why study PSHE in this way?

a) Why has this knowledge been selected?

Although teaching the entire scope of PSHE is not a statutory requirement for Primary Schools in England, the subject makes a vital contribution to other important areas of school life. For example, the Education Act (2002) requires that schools provide children with a broad and balanced curriculum that “meets the needs of all pupils”. We know that Spiritual, Moral, Social and Cultural Education (SMSC) must be promoted and that we have a duty of care to keep our pupils safe. “High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.”

Department for Education (DfE). The PSHE Association states “PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.... When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”

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 children 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 (Puzzles), each containing six lessons (Pieces) covering each academic year.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Every Piece 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). Each year group studies the same unit at the same time (at their own level and pace).

Our PSHE Jigsaw Curriculum holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips us to deliver engaging and relevant PSHE within a whole-school approach. Our Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

b) Why is it taught in this order?

Our Jigsaw PSHE Curriculum 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.

Every year group starts with the unit 'Being Me in My World.' This is help lay the foundational groundwork for the rest of the year, helping the children to understand more about themselves and how they fit into the world. The table below shows what is covered in the first puzzle of each year.

Puzzle overview	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.

c) How are PSHE lessons taught at St John's?

At St John's and St Peter's we allocate one lesson per week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways including through collective worship (Devotion), our praise and reward system, our Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Our PSHE lead delivers the weekly lessons across the school to all different year groups.