



Olton Primary School

PSHE in Olton Primary School is combined by the Jigsaw and Kapow Primary School scheme.

At Olton Primary School, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with 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.

Kapow Primary	Jigsaw (Changing Me unit only for Y1-6)
This scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools ‘should make provision for personal, social, health and economic education (PSHE).’ Children’s learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.	Jigsaw, the mindful approach to PSHE, 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.
INTENT: The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. IMPLEMENTATION: Each area is revisited to allow children to build on prior learning. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences. IMPACT: Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed. Each unit of lessons comes with an Assessment quiz and Knowledge catcher, which can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning.	INTENT: Jigsaw 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 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. IMPLEMENTATION: Jigsaw 3-11 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. IMPACT: This can be established through assessment identified in the key learning. By the time the children have completed their Jigsaw units, they will have a willingness and courage to try new things, push themselves and persevere, have a good understanding of how to stay safe, healthy and develop good relationships; have an appreciation of what it means to be a positive member of a diverse, multicultural society and have a strong self-awareness, interlinked with compassion of others.



Olton Primary School 2024

Progression of Knowledge and Skills in PSHE – Jigsaw & Kapow Primary

	Autumn 1 Being Me in My World	Autumn 2 Celebrating Differences	Spring 1 Changing Me	Spring 2 Dreams and Goals	Summer 1 Healthy Me	Summer 2 Relationships
EYFS	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), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw’s Calm Me and how they can use this when feeling upset or angry.
	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	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	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

SMSC Links: Every Jigsaw lesson offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). These opportunities are vital for children’s development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. The Jigsaw scheme has been mapped lesson by lesson against the British Values agenda.

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health & Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 1	In this unit, children will understand: - That families look after us and that some information about my family and me is personal. - Some characteristics of a positive friendship. - That friendships can have problems but that these can be overcome. - That it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	In this unit, children will understand: - That we can limit the spread of germs by having good hand hygiene. - The five S's for sun safety: slip, slop, slap, shade, sunglasses. - That certain foods and other things can cause allergic reactions in some people. - That sleep helps my body to repair itself, to grow and restores my energy. - That strengths are things we are good at. - That qualities describe what we are like. - The words to describe some positive and negative emotions.	In this unit, children will understand: - How different they are now to when they were a baby and explain some of the changes that will happen to them as they get older. - The correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. - Why some changes they might experience might feel better than others. - How to stay safe: making an emergency phone call, what to do when lost, how to stay safe around substances and how to stay safe at home.	In this unit, children will understand: - The rules in school. - That different pets have different needs. - The needs of younger children and that these change over time. - That voting is a fair way to make a decision. - That people are all different and that this is a good thing.	In this unit, children will understand: - That people use money to buy things, including things they need and things they want. - That coins and notes are types of money and have different values and banks are where money is stored. - That notes are higher in value than coins. - That it is wrong to steal money. - That money is valuable and needs to be looked after. - To know adults have jobs to help to earn money.	In this unit, children will understand: - That changes can be both positive and negative. - Their own strengths.
Year 2	In this unit, children will understand: - That families can be made up of different people. - Some problems which might happen in friendships, some more serious than others. - Some ways people show their feelings. - Some stereotypes related to jobs. - That there are ways we can remember people or events.	In this unit, children will understand: - That food and drinks with lots of sugar are bad for our teeth. - The importance of exercise to stay healthy. - The balance of foods we need to keep healthy. - That breathing techniques can be a useful strategy to relax. - That we can feel more than one emotion at a time. - That a growth mindset means being positive about challenges and finding ways to overcome them.	In this unit, children will understand: - The correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. - Why some types of touches feel OK and others do not. - What I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me. - How to stay safe: when crossing the road, with medicines or when being around medicines.	In this unit, children will understand: - Some of the different places where rules apply. - That some rules are made to be followed by everyone and are known as 'laws'. - Some of the jobs people do to look after the environment in school and the local community. - How democracy works in school through the school council. - That different groups of people make different contributions to the community.	In this unit, children will understand: - That many adults earn money by having a job. - Some basic needs for survival, such as food, water and shelter. - That a bank account is like a special place in a bank that keeps money safe until it is needed. - That a bank account card is like a special key that unlocks a bank account to access the money inside. - That saving money is when we keep some money and don't spend it straight away. - That it is important for workplaces to include a variety of people to bring different viewpoints and skills.	In this unit, children will understand: - That change is part of life. - Their own skills and how these can be developed.

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health & Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 3	In this unit, children will understand: - That I can talk to trusted adults or services such as Child Line if I experience family problems. - That bullying can be physical or verbal. - That bullying is repeated, not a one-off event. - That violence is never the right way to solve a friendship problem. - That trust is being able to rely on someone and it is an important part of relationships. - The signs of a good listener. - How to listen carefully and why listening is important. - That there are similarities and differences between people. - There are some stereotypes related to age.	In this unit, children will understand: - Ways to prevent tooth decay. - The positive impact relaxation can have on the body. - The different food groups and how much of each of them we should have to have a balanced diet. - The importance of belonging. - What being lonely means and that it is not the same as being alone. - What a problem or barrier is and that these can be overcome.	In this unit, children will understand: - How boys' and girls' bodies change on the inside/outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. - How to feel about these changes happening and suggest some ideas to cope with these feelings. - How to stay safe: in an emergency and how to call for help, how to administer first aid for bites and stings.	In this unit, children will understand: - The UN Convention on the Rights of the Child. - How recycling can have a positive impact on the environment. - That the local council is responsible for looking after the local area. - That elections are held where adults can vote for local councillors. - Some of the consequences of breaking rules. - The role of charities in the community.	In this unit, children will understand: - That we can pay for things sensibly using cash, a debit card, a credit card, online banking, and digital wallets. - That budgeting is planning how to spend and save the money that you have available. - That money can cause us different emotions. - How we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. - That different jobs contribute to our society in different ways. - What stereotypes are. - That it is important to consider what they are good at and enjoy doing when choosing future careers.	In this unit, children will understand: - That change often brings about more opportunities and responsibilities. - What strategies can be used to deal with change.
Year 4	In this unit, children will understand: - That families are varied in the UK and across the world. - The different roles related to bullying including victim, bully and bystander. - That everyone has the right to decide what happens to their body. - The courtesy and manners which are expected in different scenarios. - Some stereotypes related to disability. - That bereavement describes the feeling someone might have after someone dies or another big change in their lives.	In this unit, children will understand: - Key facts about dental health. - That visualisation means creating an image in our heads. - That different job roles need different skills and so some roles more than others. - That it is normal to experience a range of emotions. - That mental health refers to our emotional wellbeing, rather than physical. - That mistakes can help us to learn. - Who can help if we are worried about our own or other people's mental health.	In this unit, children will understand: - The changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. - Some of the choices they might make in the future and some of the choices that they have no control over. - Some suggestion about how they might manage their feelings when changes happen. - How to stay safe: How to support someone who is having an asthma attack.	In this unit, children will understand: - That human rights are specific rights that apply to all people. - The people who protect our human rights such as police, judges and politicians. - That reusing items is of benefit to the environment. - That councillors must balance looking after local residents and the needs of the council. - That there are several groups which make up the local community.	In this unit, children will understand: - That getting value for money involves considering the cost, usefulness and quality of items. - That purchases can be influenced by needs, wants, peer pressure, and advertising. - That people often earn interest when they keep savings in a bank account. - That people often change jobs or careers multiple times in their lives. - What stereotypes are.	In this unit, children will understand: - That setting goals can help us to achieve what we want. - Their own strengths - How to set their own goals

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health & Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 5	In this unit, children will understand: - That marriage is a legal commitment and is a choice people can make. - They can call ChildLine on 0800 1111. - What attributes and skills make a good friend. - What might lead to someone bullying others. - What action a bystander can take when they see bullying. - That positive attributes are the good qualities that someone has. - That stereotypes can be unfair, negative and destructive. - That discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	In this unit, children will understand: - The risks of sun exposure. - That relaxation stretches can help us to relax and de-stress. - That calories are the unit that we use to measure the amount of energy certain foods give us. - That what we do before bed can affect our sleep quality. - What can cause stress. - That failure is an important part of success.	In this unit, children will understand: - How boys and girls change during puberty and why looking after themselves physically and emotionally is important. - How to summarise the process of conception. - How they feel about the changes that will happen during puberty. - These changes might happen at different times to my friends. - How to stay safe: How to administer first aid to someone who is bleeding or has a head injury, and remain safe around alcohol, drugs and tobacco.	In this unit, children will understand: - What happens when someone breaks the law. - The waste hierarchy. - That parliament is made up of the House of Commons, the House of Lords and the Monarch. - That parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. - That a pressure group is a group of people who feel very strongly about an issue and want to see something change.	In this unit, children will understand: - That being 'in debt' or having debt' means that you have spent more money than you have and owe money to others or the bank. - The difference between money earned (income) and money spent (expenditure). - That borrowing money, like loans or credit, involves the responsibility to pay it back with interest. - That when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. - That they should be cautious about sharing financial information. - That money can cause a range of emotions. - That their educational choices and personal interests can play a significant role in determining their future career options and opportunities. - That it is important to challenge work-related stereotypes.	In this unit, children will understand: - The skills needed for roles in school. - How to recognise their own skills. - How to develop their own skills.

UPK2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family and Relationships	Health & Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
Year 6	In this unit, children will understand: - That a conflict is a disagreement or argument and can occur in friendships. - The concepts of negotiation and compromise. - What respect is. - That everyone deserves respect but respect can be lost. - That stereotypes can lead to bullying and discrimination. - That loss and change can cause a range of emotions. - That grief is the process people go through when someone close to them dies.	In this unit, children will understand: - That vaccinations can give us protection against disease. - That changes in the body could be possible signs of illness. - That a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - That a habit is a behaviour that we often do without thinking and that we can have good and bad habits. - That a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). - The effects technology can have on mental health.	In this unit, children will understand: - How a baby develops from conception through the nine months of pregnancy, and how it is born. - How they feel when they reflect on becoming a teenager. - How they feel about the development and birth of a baby. - How to stay safe: How to administer first aid to someone who is choking and requires basic life support and how to remain safe around alcohol.	In this unit, children will understand: - That education is an important human right. - That our food choices can affect the environment. - That the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - That prejudice is making assumptions about someone based on certain information. - That discrimination is treating someone differently because of certain factors.	In this unit, children will understand: - That our emotions can be linked to money. - What an online scam is. - That a secure password should have a combination of letters, numbers and special symbols and be kept secret. - That at secondary school they may have to manage different types of expenses like lunches, travel costs etc. - That gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. - That gambling can cause people to lose a lot of money and can be very addictive. - What a career route is and the qualifications and experiences you to gain along the way.	In this unit, children will understand: - That identity is the way we see ourselves and also how other people see us. - What makes our identity. - Recognise the difference between how we see ourselves and how others see us. - How the media might influence our identity.
						Summer 2 Transition
						In this unit, children will understand: - To know that a big change can bring opportunities but also worries. - How to explore a greater range of strategies to deal with feelings associated with change.