



## Personal, Social & Health Education – The Lovelace Way

### Our Vision for PSHE education at Lovelace

At Lovelace, we believe PSHE:

- is a planned developmental journey of learning, through which our children acquire the knowledge, understanding and skills they need to manage their lives now and into the future. We aim to develop successful learners who enjoy & achieve, who lead safe and healthy lives and become responsible citizens who make a positive contribution to society.
- develops the qualities and attributes our pupils need to thrive as responsible individuals, family members and members of society (Lovelace Core Values).
- can help our learners reduce or remove many of the barriers to learning, significantly improving their capacity to learn and achieve.
- makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our school's statutory responsibility to promote pupils' wellbeing.
- is an essential element of safeguarding.
- should provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- enables pupils to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- helps pupils develop an understanding of themselves, empathy and the ability to work with others, helps our pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### The aims of our vision for PSHE education at Lovelace

At Lovelace, the overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- actively promote British Values and community cohesion

### Intent

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education. Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

### Jigsaw Programme of Study

Lovelace follows the Jigsaw programme of study, which is a mindful approach to PSHE. It brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. 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 a positive relationship with their class, getting to know them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. The programme of study reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in our school. PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening our pupils' thinking.

## Yearly Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Standing up for yourself	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
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	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
<b>Ages 6-7</b>	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
<b>Ages 7-8</b>	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 Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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 children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children'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 Sexting Transition

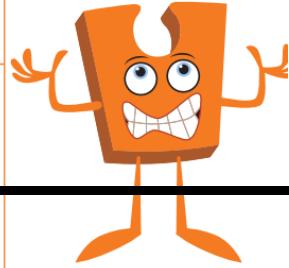
## PSHE Lesson Plan

Clear and relevant

learning objectives

Suitable resources to support and enhance learning

Puzzle 1: Being Me in My World - Ages 5-6 - Piece 1	
<b>Puzzle 1 Outcome</b> <b>Our Learning Charter</b> (See example Learning Charter in Pieces 4,5&6)	<b>Special and Safe</b> <b>Please teach me to...</b> know how to use my Jigsaw Journal feel special and safe in my class
<b>Resources</b> Jigsaw Charter Jigsaw Jack Jigsaw Jack's letter/envelope Jigsaw Chime 'Calm Me' script 'Calm' pictures 'Safe' pictures My Jigsaw Learning Jigsaw Journals Jigsaw Jerrie Cat	<b>Vocabulary</b> Safe Special Calm
<b>Teaching and Learning</b> <b>Teacher Note</b> Please ensure you have read 'The Jigsaw Approach', the introduction to this folder, before teaching this lesson (Piece).	<b>Ask me this...</b>
<b>The Jigsaw Charter</b> Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'. This needs to include: The right to pass Respect for each other Confidentiality There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well. Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated). You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons. You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment. Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.	
<b>Calm me</b> Slide 2: Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.	Which picture helps you to feel calm? Can you feel your tummy rise and go back in again? Is your mind calm? Does it feel good to be calm and quiet? Does your mind feel ready to learn?
<b>Open my mind</b> Slide 3: Share with the children the three 'safe' pictures: child on slide, child having a cuddle, child sound asleep in bed, and ask them which children feel safe. Establish what 'safe' means.	Which child feels safe? Where do YOU feel safe? When do YOU feel safe?
<b>Tell me or show me</b> Return to the letter and read Part 2. Invite the children to make suggestions as to how they can make Jigsaw Jack feel safe and special. Thank each child for his/her suggestion and ask the class if that would make <i>them</i> feel safe and special.	
<b>Let me learn</b> Still in the circle, give each child his/her Jigsaw Journal and explain that this is their special book for Jigsaw lessons. Show them the Piece (lesson) 1 page and ask them to draw a picture of themselves feeling safe and special. Ask for some suggestions from the children before they return to their tables and draw their pictures. Some children could write "I feel safe and special when..." as well as drawing their pictures.	What makes YOU feel special?  What have you enjoyed most about this Piece today?
<b>Help me reflect</b> Slide 4: When the children have finished their drawings, invite several children to share their pictures and their ideas about when they feel safe and special. Reinforce the idea that you will always try to make each of them feel safe and special in your class. Bring children back to the circle, praise them and read Part 3 of Jigsaw Jack's letter. Pass Jigsaw Jack around the circle so that each child has the opportunity to make Jack feel safe and special in their own way. Children may want to shake Jack's hand, give a hug or another welcome action. Make it clear that this is the children's choice and they only welcome Jack by touching him if they want to/are comfortable to do so. Ask the children for a thumbs-up, neutral or down for each learning intention of the lesson. Show the children My Jigsaw Learning, on PowerPoint slide 4. Explain and show how they are to complete their activity (by colouring or circling one Jigsaw Jack for each learning intention). Ask the children to do this and then stick the sheet into their Jigsaw Journal. The teacher may need to exemplify the learning intentions or re-frame them in simpler terms.	



Key vocabulary  
to use during lessons

Appropriate activities to develop learning

## PSHE Medium Term Plan

**Being Me in My World**  
Puzzle Map - Ages 5-6



**Puzzle Outcome**  
The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Special and Safe	I know how to use my Jigsaw Journal	I feel special and safe in my class	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Jack's letter, 'Safe' pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Try to make our school community a better place	2. My Class	I understand the rights and responsibilities as a member of my class	I know that I belong to my class	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, 'I am special' song sheet, picture of a class learning well, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Think about everyone's right to learn	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, rights/responsibility pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Care about other people's feelings	4. Rewards and Feeling Proud	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, colour cards, treasure chest, proud face pictures, 'I feel proud of you' ticket, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Work well with others	5. Consequences	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, scenario PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jemie Cat.
Choose to follow the Learning Charter *	6. Owning our Learning Charter	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, postcards made into puzzles, Jigsaw Journals, certificates, My Jigsaw Learning, flip chart for Piece 3, Jigsaw Jemie Cat.

### National “Tie – ins”

At Lovelace throughout the academic year there are several national awareness days/ focus weeks that we actively promote and build into our PSHE provision:

**Anti-Bullying week** - All pupils revisit the school Anti-Bullying Policy as a class and sign an anti-bullying charter which is then laminated and displayed outside the classroom door.

**Road Safety week** - Each class chooses a specific child to be awarded the achievement certificate for demonstrating road safety.

**World Peace Day** - Each class to discuss and vote for a class peace quote, this is then displayed on the classroom door. A child is awarded the achievement certificate for demonstrating peaceful behaviour.

**UNICEF World Children's Day** - Children to wear blue clothing to school and to complete a specific activity linked to the day's theme.

**Action Calendar** ([www.actionforhappiness.org](http://www.actionforhappiness.org))

**Young Minds 360** ([The YoungMinds Wellbeing Advent Calendar](http://TheYoungMindsWellbeingAdventCalendar))

**WOW** (Living streets Travel) - Each class completes this travel tracker daily and pupils are rewarded and encouraged to wear the badges they earn. <https://www.traveltracker.org.uk/en-gb/accounts/classroom-login/?next=/en-gb/>

### What outstanding assessment looks like in PSHE

At Lovelace opportunities for both Assessment for Learning and Assessment of Learning should be built into provisions. We carry out baseline assessment, in order to understand pupils' prior learning. This is essential to ensure new learning is relevant and progress can be assessed. Providing our pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of PSHE education at Lovelace. Assessment of PSHE education should encompass opportunities for teacher, peer and self-assessment. Progress in PSHE education should ideally be recorded through pupils' PSHE journal and classroom displays (photographs and videos on one of our school iPads are perfect for this). Assessment outcomes are reported to parents in line with all other non-core curriculum subjects.

The nature of PSHE education is such that we cannot make any assumptions based on a pupil's age or year group or about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment (through discussion/ title page mind map) before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to

clearly see how far they have come in their learning. In other cases pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

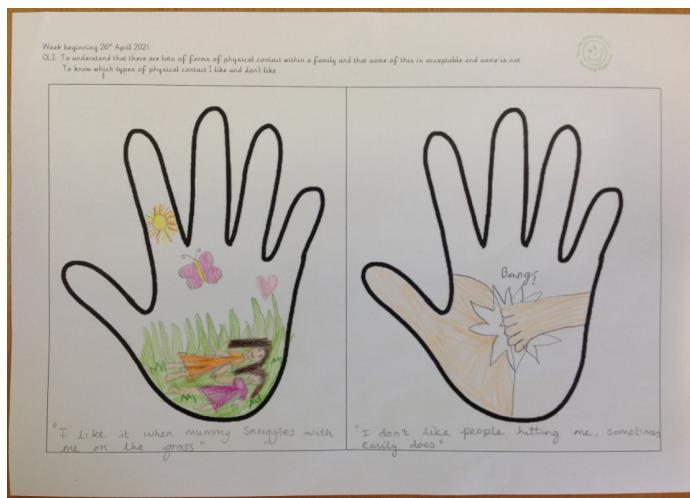
**Additional ideas for end point activities to demonstrate learning at the end of a series of lessons:**

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. However, you might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the pupils' work against. These might take the form of 'I can..' statements, or a set of descriptors for 'working towards..', 'working at.. /attaining...' or 'working beyond.../exceeding' the intended learning outcomes.

**Examples of PSHE activities**

1. KS1 - Draw and write activity – in this first example pupils were asked to draw and write how physical contact within a family is appropriate and not appropriate.



2. KS1 - 'Circle of Trust' discussion and sorting activity. These Year 2 pupils were given a range of people in the community who help them and left to discuss who they would trust the most. circle. Children were encouraged to share their ideas and listen to others. Stressing to the pupils that there are no right or wrong answers.



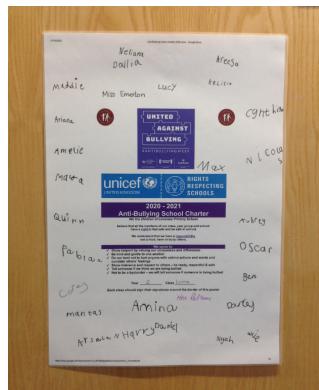
## **Pupil Voice – School Council**

The basis for pupil voice is found in Article 12 of the United Nations Convention on the Rights of the Child which sets out the right of children to express an opinion and to be included in decisions that involve and affect them. Each year, one member from each class is elected by their peers to represent their class on the school council. Meetings are held every other week and class teachers allow 15 minutes a week for their class representative to give feedback and collect new ideas from their class.

## **PSHE Displays**

Learning displays are an important record that help consolidate our learning. It is important to keep the anti-bullying charter displayed in a prominent place (such as the classroom door) as this allows easy access for when the document might need revisiting. For example, if there was a bullying incident, the teacher can draw the pupil concerned to the anti-bullying charter they had signed to remind them of our non-negotiable values at Lovelace. “Together we can all use our power for good to make a stand against bullying at Lovelace”

### Classroom door display UNited Against Bullying/ Unicef



### Classroom window display - Anti bullying

You may wish to display your Anti-bullying ambassador to promote anti-bullying throughout the year.



### Classroom display - UNCRC / Golden rules and Jigsaw class charter 2021

Each class should have a copy of their Jigsaw class charter which the children help to create at the start of the year and refer to during each PSHE lesson. The school Golden Rules should also be on display to be referred to when required. Lastly each classroom has a copy of the child friendly Conventions on the right of the child poster - a double sided poster.



**Example Recent PSHE Projects: PAPER CRANES FOR WORLD PEACE DAY**



**Example Recent PSHE Projects: ROAD SAFETY WEEK**



**Example Recent PSHE Projects: ANTI- BULLYING WEEK ROLEPLAYS**



**Example Recent PSHE Projects: ANTI- BULLYING WEEK ODD SOCKS**



**Example Recent PSHE Projects: BIKEABILITY**

