

Dundry PSHE progression document

Purpose and Aims of our PSHE Curriculum:

PSHE is taught systematically from Reception to Year Six following the Jigsaw scheme of work. Children have a weekly PSHE lesson which incorporates strategies linked to mindfulness and an agreed charter to ensure that learning can proceed and flourish from a safe place. Each child is valued as a unique individual and respected for who they are regardless of family background. We recognise that happy children learn best and we work tirelessly to ensure positive mental health and well-being of all our children. Jigsaw provides a whole-school curriculum that builds social skills, grows emotional literacy, enables mental health and nurtures children's positive relationships with themselves and others. Therefore, this will aim to improve their capacity to learn, their resilience and emotional well-being and mental health and support them in life challenges.

Children will also learn these skills explicitly through the Dundry learning powers:

Learners are:	Independent Enquirers 'Cat'	Reflective Learners 'Owl'	Creative Thinkers 'Spider'	Self Managers 'Tortoise'	Team Workers 'Bee'
Learners do:	Enquire Problem Solve Apply Knowledge	Evaluate	Work Creatively	Motivate themselves Have emotional skills	Have social skills
Learning skill:	Be curious Question Plan Make choices Reason Form opinions Apply knowledge	Reflect Revise	Use imagination Lateral thinking Meta-learning	Persevere Manage distractions Set goals Be self aware Manage feelings understand others' feelings	Be independent Collaborate, value and support others Communicate Listen

Our 2-year Cycle Long Term Overview in PSHE (How we have organised the Jigsaw pieces)

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year. The whole school completes the same unit at the same time meaning they can be celebrated in a meaningful way. Throughout a child’s school journey they will revisit content and objectives which build on each other. See the progression documents below:

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) Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. See [Statutory Relationships and Health education map](#) to where each objective will be covered.

Cycle A 2021 - 2022 PSHE (Jigsaw)

EYFS Breadth of Study		Being me in my World YR	Celebrating Differences Y1	Dreams and Goals Y1	Healthy me YR	Relationships Y1	Changing me YR
Year 1&2 Breadth of Study	PSHE	Being me in my World Y2	Celebrating Difference (inc anti-bullying) Y2	Dreams and Goals Y2	Healthy Me Y2	Relationships Y2	Changing Me (inc SRE) Y1 Changing Me (inc SRE) Y2
Year 3&4 Breadth of Study	PSHE	Being me in my World Y4	Celebrating Difference (inc anti-bullying) Y4	Dreams and Goals Y4	Healthy Me Y4	Relationships Y4	Changing Me (inc SRE) Y3 Changing Me (inc SRE) Y4
Year 5&6 Breadth of Study	PSHE	Being me in my World Y6	Celebrating Difference (inc anti-bullying) Y6	Dreams and Goals Y6	Healthy Me Y6	Relationships Y6	Changing Me (inc SRE) Y5 Changing Me (inc SRE) Y6

Cycle B 2022 - 2023 PSHE (Jigsaw)

EYFS Breadth of Study	PSHE						
Year 1& 2 Breadth of Study	PSHE	Being me in my World Y1	Celebrating Difference (inc anti-bullying) Y1	Dreams and Goals Y1	Healthy Me Y1	Relationships Y1	Changing Me (inc SRE) Y1 Changing Me (inc SRE) Y2
Year 3&4 Breadth of Study	PSHE	Being me in my World Y3	Celebrating Difference (inc anti-bullying) Y3	Dreams and Goals Y3	Healthy Me Y3	Relationships Y3	Changing Me (inc SRE) Y3 Changing Me (inc SRE) Y4
Year 5& 6 Breadth of Study	PSHE	Being me in my World Y5	Celebrating Difference (inc anti-bullying) Y5	Dreams and Goals Y5	Healthy Me Y5	Relationships Y5	Changing Me (inc SRE) Y5 Changing Me (inc SRE) Y6

In Reception the following Development Matters strands encompass all of the learning building blocks throughout the Jigsaw units:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Meaningful Links Across Our Curriculum

<i>Big ideas</i>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<i>High Quality Texts Available</i>	Super duper you Only one you	All kinds of people Willy the wimp Wonder Perfectly Norman	Have you filled your bucket today? The dot Rosie Revere engineer	The worrysaurus	The invisible string The invisible	The growing story
<i>Whole school value</i>	Trust	Respect	Hope	Resilience	Kindness	Joy
<i>Learning powers</i>	Self Managers 'Tortoise'		Team Workers 'Bee'	Creative Thinkers 'Spider'	Independent Enquirers 'Cat'	Reflective Learners 'Owl'
<i>Cultural capital</i>	Harvest Literature festival Black history month	Remembrance Dogs Trust visit Children in Need Christmas Jumper Day- Save the Children Anti- bullying week.	Safer internet day	Science week Y5/6 Speak Out Competition		Sports Day