

Autumn 1 Newsletter

Welcome to the first PSHE & RSHE newsletter of the 2024 academic year! I will be publishing one of these each half term so you can see what your children will be learning in PSHE & RSHE. I will also be holding a parent workshop in the second half of the Autumn Term to talk to you about the Jigsaw approach and how we use it in our school including how it is used to teach the statutory Health and Relationships curriculum.

As you are aware, the current RSHE curriculum is under review and a new proposed curriculum was published for consultation in Summer term before the General Election. At the present time, nothing further has been published so currently we are still following the statutory guidance published in 2020.

When the new guidance is published we will have a consultation period where I will be providing you with information on the new changes and how we propose to deliver these to the children.

Information about how we teach PSHE:

PSHE stands for Personal, Social and Health Education. It is an integral part of the curriculum and underpins learning in all subjects.

To deliver PSHE we use a program called Jigsaw, we have used this now for around 8 years. Every class including reception have a jigsaw lesson each week.

The jigsaw program follows the same cycle year on year. It is sequential and builds on prior learning from the previous year group.

All children from Y1-Y6 have a Jigsaw book where some of their work is recorded, sometimes their work maybe discussion based or practical – these are evidenced on our tracking system with pictures and comments. The children take these books through school with them and it's lovely to see how full they are when they get to Year 6. It also gives the children the opportunity to look back at their previous learning in each piece allowing them to build on it in their current year group.

Each year the children cover 6 pieces (units):

- **Autumn Term 1:** Being Me in My World
- **Autumn Term 2:** Celebrating Differences
- **Spring Term 1:** Dreams and goals
- **Spring Term 2:** Healthy me
- **Summer Term 1:** Relationships
- **Summer Term 2:** Changing me



- Relationships
 - Values
 - Mental health
 - Self-esteem
 - Social skills
 - Safeguarding inc. Internet safety
- (Golden Threads)

The golden threads on the right of the table above are embedded throughout the pieces. By using Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others

- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Autumn 1:

In Autumn 1 all the children in school will be completing the 'Being Me in My World' piece. This piece is all about the children recognizing themselves as individuals and understanding that they are unique and special. It includes understanding their place in the class, school and global community.

Below is what the children will be looking at this half term:

Reception			Year 1		
1. Who... Me?!	I understand how it feels to belong and that we are similar and different		Piece	PSHE learning intention	Social and emotional development learning intention
2. How am I feeling today?	I can start to recognise and manage my feelings		1.Special and Safe	I know how to use my Jigsaw Journal	I feel special and safe in my class
3. Being at School	I enjoy working with others to make school a good place to be		2. My Class	I understand the rights and responsibilities as a member of my class	I know that I belong to my class
4. Gentle hands	I understand why it is good to be kind and use gentle hands		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
5. Our Rights	I am starting to understand children's rights and this means we should all be allowed to learn and play		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
6. Our Responsibilities	I am learning what being responsible means		5. Consequences	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences
			6.Owning our Learning Charter	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter
Year 2			Year 3		
Piece	PSHE learning intention	Social and emotional development learning intention	Pieces	PSHE learning intention	Social and emotional development learning intention
1.Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help	1.Families	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
2.Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help	2.Family conflict	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique
3.Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place	3.Witness and feelings	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
4.Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	4.Witness and solutions	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others
5.Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively	5.Words that harm	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)
6.Owning our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	6.Celebrating difference: compliments ★ Assessment Opportunity Puzzle Outcome: Kites	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels
Year 4			Year 5		

Piece	PSHE learning intention	Social and emotional development learning intention	Piece	PSHE learning intention	Social and emotional development learning intention
1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	1. My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome	2. Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own
3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school	3. Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour	4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it	6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Year 6

Piece	PSHE learning intention	Social and emotional development learning intention
1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
4. The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

I am looking forward to seeing what work the children produce this half term and will share some examples with you in my Autumn 2 newsletter.

If you have any further questions or enquiries, please don't hesitate to contact me.

Kind Regards

Miss E Kealey
PSHE & RSHE Lead.