

Personal, Social, Health & Economic Education (PSHE)



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Date shared with all staff:	November 2022
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Introduction

At St Olave's Prep School we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community.

This policy has been developed in line with the PSHEE Association guidelines for PSHEE education, the Jigsaw Scheme of Work and with consideration to the emotional well being and mental health strategy of our school. The curriculum makes connections with the government's 2003 Every Child Matters policy (ECM) and new guidelines regarding key British Values. It supports and challenges children's Social, Moral, Spiritual and Cultural Development (SMSC) to enable them to become healthy, independent and responsible members of society.

The Government's review of Personal, Social, Health and Economic Education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. PSHEE (National Curriculum 2014) and PSED (Early Years Foundation Stage Curriculum 2012) are recognised as an important aspect of the whole curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

We use Jigsaw PSHE, a whole school programme, as a starting point for explicitly taught PSHEE lessons. It is taught once a week for a minimum of 30 minutes from years 1 to year 6. In the EYFS, Jigsaw is taught once a week with session of approximately 15 minutes.

We are a Rights Respecting School

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following (See Appendix 5)

To enhance the personal development of our children, we teach four chosen learning muscles that will help them to become lifelong learners. We encourage independence, critical thinking and risk taking.

We focus on two Learning Muscles:

Resilience (Feeling) Cooperation (Relating)

The Development Process:

This policy has been drawn up in consultation with:

Head of PSHE

Headteacher

Head of RE

SENCO

Chair of Trustees

Trustee for Health and Wellbeing

Right's Respecting Lead/School Parliament Lead/Pupil Voice Lead

Wellbeing Lead and School Counsellor

The PSHEE Policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying
- Health and Safety
- Equality Policy
- Curriculum Policy

Personal, Social, Health and Economic Education (PSHEE) Policy

Aims and objectives

Personal, social, health and economic education (PSHEE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Parliament. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. Further details are available in the school's Equal Opportunity Policy document.

The aims of personal, social, health and economic education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- show empathy for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- acquire a broad general knowledge of and respect for public institutions and services in England.
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know about budgeting, saving, needs vs wants, fair trade and the world of work;
- develop good relationships with other members of the school and the wider community;
- develop good learning habits to become lifelong learners.

Implementation

Ethos

St Olave's Prep School works to nurture the right culture and conditions to allow pupils to flourish, not only during their time at school, but by building their character and values to excel in life when they move on. Our ethos is underpinned by both our Values and our Learning Muscles. Staff promote these and this in turn influences the behaviour and attitudes within the school.

Our six core values are:

- Compassion - kindness, respect, empathy, good manners
- Commitment - resilience, perseverance, motivation, determination
- Curiosity - enthusiasm, thoughtfulness, interest
- Collaboration - teamwork, flexibility, communication
- Courage - honesty, confidence, initiative, leadership
- Creativity - originality, reflectiveness, risk taking, observation

In addition to these six core values we equip the children with the skills to become lifelong learners, these are referred to as Learning Muscles. We implement PSHEE by having

- an ethos that values the place and contribution of all individuals to our school community and promotes self-respect and respect for others
- explicit teaching of learning muscles that help children to reflect on positive learning behaviours
- direct PSHEE teaching
- PSHEE within other subjects
- Assemblies promoting the whole school PSHEE topic
- circle time activities
- special activities and events
- giving children the opportunity to work in a variety of group settings as appropriate

SMSC and British Values

Definitions

Under Section 78 of the Education Act 2002, all schools must promote Spiritual, Moral, Social and Cultural (SMSC) education. Definitions provided by the Act are:

- **Spiritual** - the growth of a sense of self, unique potential, understanding of strengths and weaknesses, a will to achieve, question and challenge and recognition of a need to address one's none material well-being.
- **Moral** - an understanding of the difference between right, wrong, moral conflict, developing concern for others reflection on the consequences of actions and making responsible moral decisions and acting on them.
- **Social** - a realisation of responsibilities and rights, ability to relate to others, to work with them for the common good, a sense of belonging and the awareness of the need and possibility of making an active contribution to society.
- **Cultural** - an understanding of cultural traditions, to appreciate and respond to a variety of aesthetic experiences; respect for one's own culture/s and the cultures of others; a curiosity about difference; an ability to contribute to culture

The Department for Education has also identified the following core British values:

- democracy
- the rule of law
- individual liberty, and
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

1 DfE (2014) Promoting Fundamental British Values as part of SMSC HMSO

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our School Parliament and pupil questionnaires. The elections of House Captains are based solely on pupil votes.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broke. Visits or Workshops to/from The Houses of Parliament and the Royal Courts of Justice in Year 6 where the children take part in law-making workshops and a mock trial, reinforce what has been taught throughout the school.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-safety and PSHEE lessons. Whether it be through choice of challenge (chilli challenges), of how they record, of participation in our numerous extracurricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around values such as 'Respect' and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and support by learning in RE and PSHEE lessons. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Learning Muscles

At St. Olave's Prep School we want the children to acquire the right skills and attitudes for life. We focus on two learning muscles; Resilience, Cooperation, Resourcefulness and Reflectiveness. (See Appendix 1)

Each muscle has a character linked to it and we explain to the children that they need to be exercised in order to get learning fit. Each muscle is broken down into a set of associated behaviours that we teach within our normal timetable and curriculum.

Growth Mindset is a key concept, based around the work of Carol Dweck, which shapes the ethos of the school. We believe the best thing to do is teach children to love challenges, be curious, see mistakes as a way to improve, enjoy effort, persevere and learn from each other. Rather than simply praising 'ability' and 'flair', we praise effort, persistence and positive attitudes to the learning process and give feedback to help children make even more progress so that learning is seen as a way to improve. We encourage learning from their mistakes and seeing it as an opportunity to learn something new.

PSHEE

We want children to see learning as a process. For them to see that ability is not a gift or fixed, but something that can be improved with hard work and practice. We want them to know that they are all good at something and that they can get better at things that they find a challenge. We believe that we need to give our children the skills they need to face whatever career path they take in a future that we may not recognise.

The approach that we take is realistic and accessible to all and it is an approach that can be cultivated at home and school.

In every classroom we have posters referring to 3 Before T. This is to encourage the children to use other strategies when they require help during independent learning. (See Appendix 2)

We also have in every classroom, Chilli Challenge trays for English, Maths and Reasoning. This is to encourage children to choose their own learning and level of challenge.

Jigsaw Vision

Jigsaw Personal, Social, Health and Economic Education (PSHEE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that Jigsaw covers are central to children and young people's well-being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and well-being; safety; careers; work-related learning and personal finance. PSHEE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

With Jigsaw PSHEE we will support children in their ability to:

- Have a sense of purpose
- Develop self confidence and self responsibility to themselves and others
- Make and act on informed decisions
- Communicate effectively
- Work with others including learn to respect the similarities and differences between people
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Become healthy and fulfilled individuals
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions
- To develop financial capability skills for future economic well-being.
- Prepare to play an active role as citizens by contributing to the life of the class, the school, the family and the wider community

Jigsaw curriculum overview

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding their place in class, school, global community as well as devising class learning charters.
Autumn 2	Celebrating Difference	Includes anti bully (cyber and homophobic bullying included) and diversity work referencing LGBTQIA Inclusion
Spring Term	Healthy Me	Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices. Mental Health and Wellbeing
Summer 1	Relationships	Includes understanding friendships, family and other relationships (including LGBTQIA), conflict resolution and communication skills
Summer 2	Changing Me	Includes relationships and sex education in the context of looking at change

Jigsaw is a whole school programme that is progressive across year groups. All year groups will work on the same puzzle at the same time. Each puzzle consists of 6 pieces (lessons). Cross Curricular Links to IPC: The International Primary Curriculum (IPC) is a programme of study that is currently being applied in Years 1 – 6. This supports and follows the new National Curriculum (2014). It has clear objectives and progression for each statutory subject through creative, comprehensive and themed units. This is in conjunction with the Core themes Relationships and Living in the wider world by learning to ‘Be able to respect one another’s individuality and independence’ (IPC learning target 1.4) and ‘Be able to work with each other where appropriate’ (IPC learning target 1.5).

PSHEE Days/Events

Staff should be encouraged to use National and International celebration days (e.g. Internet Safety Day, Red Nose Day, International Peace Day, Anti-Bullying Week) to support PSHEE where they can. PSHEE Subject Leader will organise events, where it is appropriate, throughout the year with support from School Parliament and volunteers across the school. These may include fundraising, volunteering and projects to support the local and wider community (e.g. Litter picking, gathering items for local food bank etc) The PSHEE Subject Leader will also work with outside agencies to support learning outside of the classroom where it is appropriate and relevant to do so (e.g. Bikeability, Road Safety)

Teaching and Learning

From Nursery, we encourage the children to take part in a range of practical activities that promote active involvement in the wider community, e.g. charity fundraising. For the older children, we encourage them to plan school special events such as House assemblies, class assemblies, information evenings for parents and involvement in activities to help other individuals or groups less fortunate than themselves.

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We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as charity workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Jigsaw SOW supplies staff with 6 (pieces) lessons to teach from. Teachers may supplement their lessons with other resources and books that suit the needs of their individual classes level of knowledge and understanding. Teachers may use the following as a guide for the structure of their lessons:

Piece sections	What's involved?
Connect us	<ul style="list-style-type: none">● Improves their social skills to better enable collaborative learning● Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning● These skills will be taught each piece but should be reinforced throughout the school day
Calm Me	<ul style="list-style-type: none">● Focuses on relaxation and calming emotions to ensure learning can occur● Produces a peaceful atmosphere● It uses breathing techniques, listening, concentration etc
Open my mind	<ul style="list-style-type: none">● Allows children to focus on the learning outcome of the lesson
Tell me or show me	<ul style="list-style-type: none">● This section teaches the children something new such as new information, skills or concepts <p>The activities and approaches are different dependent upon the piece</p>
Let me learn	<ul style="list-style-type: none">● This section is the 'use and apply' activity to reinforce what they have learnt● Let me learn is usually where the children record learning. This is done in a variety of ways, including individually, paired or in a group
Help me reflect	<ul style="list-style-type: none">● Throughout Jigsaw, children are encouraged to reflect on their own learning and progress● Children record their reflections in their PSHEE book.● Staff should praise the children's learning, efforts and positive attitudes at the end of every piece.

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils should also be given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fundraising for charities and visitors to the school.

EYFS

In the Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each puzzle links to development stages suited for the age expectation of the year group (Foundation 1 – Nursery, Foundation 2 – Reception).

Piece Sections	What's involved?
Interest Me	<ul style="list-style-type: none"> ● Gets children's attention through physical, musical, role play activities ● Often uses role play as a stimulus
Help Me Learn	<ul style="list-style-type: none"> ● Uses a variety of different methods children are taught new information such as physical activities, circle time etc ● This is often a circle activity where children can talk ● Jigsaw Jenie plays a vital role in this section ● Questions are provided for teachers to support learning
Let's Think	<ul style="list-style-type: none"> ● End of the session where children reflect on what they have learnt ● This sometimes is where the teacher sums up the learning ● This can also be where the children are given a follow up activity for the day

Within the EYFS Jigsaw supports practitioners by providing structured sessions to continue PSED learning at school and at home.

These include

- Child initiated and Adult led activity ideas
- Assessment opportunities and cross curricular links
- Home learning and family links (Bears, Scrap Books, links through Tapestry)
- Resources
- Display ideas
- Outside learning

PSHEE is a universal entitlement for all children and young people. This means learning is made accessible to children and young people of all abilities and that attendance in PSHEE has an equal priority with other learning.

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Content

The grid (See Appendix 3) shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

(See Appendix 3)

Resources

Resources for Jigsaw are available in individual year group folders. Each year group teacher is responsible for the keeping, along with the Jigsaw buddy. All the Jigsaw songs/materials are available on the staff server under 'Jigsaw'. Books that

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They should have opportunities to reflect on their own learning and personal experiences.

Teachers will carry out a baseline assessment at the start of a unit of work or individual lesson. This is the best way to get an accurate snapshot of where pupils are in terms of their understanding of a particular topic. Baseline assessments will provide teachers with an understanding of pupils' misconceptions, current strategies, feelings and beliefs about a topic, which will help them to pitch the teaching of the topic appropriately and to target questions to provide support. These Baseline assessments also provide a starting point from which to measure progress. Depending on the activity, this can provide both teachers and pupils with a visual representation of the learning that has taken place. Effective baseline assessment activities

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include mind-maps, quizzes, draw and write activities, graffiti wall, responding to an image or explaining to an alien. Please see samples of pupils' work in the Appendices.



Children should have the opportunity to display their learning. Children should also have the opportunity to evaluate their own learning. Staff should monitor the progress of their own children from puzzle to puzzle to ensure next steps are being recognised and targets are being met.

From Year 1 - Year 6, we send reports to parents in the Spring term and the Summer term. In the Spring term, we use the following headings that report on the children's personal development. The headings are: Class summary, strengths and accomplishments and areas for development. At the end of the year we report on the children's development in PSHEE and on their personal development and progress over the year.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the Jigsaw programme and PSHEE by the PSHEE subject leader. The PSHEE subject leader will monitor implementation of Jigsaw and PSHEE once every term. PSHEE and IPC books of 3 target children per class will be monitored to ensure PSHEE is being implemented and is effective. Other relevant books may include reading diaries for child responses and guided reading. The outcomes of the units within the IPC scheme of work that are relevant to PSHEE will be discussed with the subject leader and the head teacher. Staff may be observed and will have the opportunity to talk about PSHEE within their lessons using a SWOT (strengths, weaknesses, opportunities, threats) method. This will enable the PSHEE subject leader to assess any needs or wants within the school as well as any CPD opportunities required. Any staff that show strength in areas of PSHEE will be encouraged to support others. Staff will be given notice of observation and monitoring. The PSHEE subject leader will write a yearly whole school action plan and evaluate progress throughout the year.

Appendix I

Learning Muscles	Associated Behaviours	Character
<p>Resilience This is the emotional aspect of learning, being able to persist when things get difficult, manage distractions, notice details and patterns and become absorbed in the task you are doing.</p>	<p>Managing Distractions</p> <p>Absorption</p> <p>Noticing</p> <p>Perseverance</p>	<p>Emperor Penguin</p> 
<p>Cooperation This is the social aspect of learning. It is all about knowing when to learn alone or with other people. It is about developing independent judgement, skills of communication and empathy.</p>	<p>Empathy and Listening</p> <p>Interdependence</p> <p>Collaboration</p> <p>Imitation</p>	<p>Meerkats</p> 

Resilience - Feeling

- Managing distractions - I can recognise and reduce distractions.
- Absorption - I get absorbed in the task and enjoy getting lost in learning.
- Noticing - I notice and sense things that will help me learn.
- Perseverance - I have stickability and try different ways until I achieve the goal.

Cooperation - Relating

- Interdependence - I can decide whether I can work on my own or whether working with others would be useful.
- Empathy - I can understand how the other person feels. I am tolerant of others. Listening - I listen to others.
- Imitation - I pick up others' habits and values.
- Collaboration - I can learn with others

Appendix 2

Stuck?

3 Before T

Before you ask your teacher, try
these three first!

1. Brain



Do you know it yourself?
Think it through.
Look in your exercise books.

2. Browse



What resources can you use
around the classroom?
Can you use working walls to
help?
Are there books that can help?

3. Buddy



What are your friends doing?
Quietly ask a friend for help.

Teacher

Appendix 3

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

Year	Piece	Learning outcomes	Content	Safeguarding
F 1/2	6.F1 Stranger danger	I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them.	Interest me - I In small groups watch Red Riding Hood on Cbeebies. Should RRH have talked to the wolf? Help me learn - in small groups read 'Never Talk to Strangers.' Discussion different scenarios - how could they keep safe. Let's think - Small group discussion what can you do or say if you are ever approached by a stranger.	Physical abuse Sexual abuse. Personal safety
	6.F2 Stranger danger	I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them.	Interest me - Read Red Riding Hood - class discussion should RRH have talked to the wolf? Help me learn - Read 'Not everyone is nice' Class discussion - what does a stranger look like? What should you do if you get lost? How can you get help, who do you go to? Let's think - Class discussion, plan things you can do and say if you are ever approached by a stranger.	Physical abuse. Sexual abuse. Personal safety
1	3 Clean and Healthy	I know that all household products including medicines can be harmful if not used properly.	Connect us - song 'This is the way we...' Open my mind - circle time, personal hygiene discussion Tell me / show me - class discussion where to store kitchen/ bathroom/ cleaning items safely Let me learn - group sorting activity with household items sheets. Help me reflect - individual activity, why I need to keep myself safe and clean	Substance misuse
	4 Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely.	Open my mind - group work, role play what happens when we feel poorly. Class discussion, what happens when we are ill Tell me / show me - Story stimulus 'Six Dinner Sid'. Class discussion, dangers of taking too much medicine Let me learn - group sorting activity, use picture cards Help me reflect - individual draw and write activity, 'when I feel poorly/what makes me feel better'	Substance misuse. Neglect.
2	1 Being healthy.	I know what I need to keep my body healthy.	Connect us - musical statues. Open my mind - Sing 'Keep fit and healthy' Class discussion - ask children to identify the different ways they can keep their bodies healthy. Tell me /show me - DVD clip why do some people find it hard to keep healthy/motivation Let me learn - small group work - make suggestions for keeping Jigsaw Jo healthy. Help me reflect - Write a slogan or motto to help them to help them to keep motivated.	Neglect.

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

	2 Being relaxed.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	Connect us - whole class activity, demonstrate what relaxed feels like. Open my mind - Class discussion, why is relaxing good for our bodies - how can we relax when we are feeling stressed. Tell me / show me - DVD continuum, how relaxed are the people in the slides? Let me learn - Rank the DVD clips and find words to describe how the people are feeling. Help me reflect - Describe how they feel when they are relaxed.	Neglect Emotional abuse.
	3 Medicine Safety	I understand how medicines work in the body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.	Connect us - Class activity, 'I went to the shops' round. Open my mind - Read 'Poor Monty' and class discussion. Tell me / show me - Small group activity, list all the medicines you know. Whole class activity to classify drugs. Let me learn - small group activity, continue classifying medicines and why they are used and how they are correctly used in the body. Help me reflect - Individual activity, how I keep my body healthy.	Substance misuse.
3	3 What do I know about drugs?	I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.	Connect us - Whole class activity, play hula hoop Open my mind - Jugs and Herrings. Pupil needs assessment how do they understand the term 'drugs'. Draw and write activity. Tell me / show me - Class discussion/power point identifying what is a drug Let me learn - paired activity, how do they feel about drugs/feelings words. Help me reflect - Draw a drug and describe what they think about drugs.	Substance misuse.
	4 Being safe.	I identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	Connect us - Play Jaws theme and express their thoughts in body language. Open my mind - Paired discussion, what do they have to keep themselves safe from. Class discussion why do these things make them feel unsafe Tell me / show me - Small group activity, how could Jigsaw Jino keep safe in different situations? Let me learn - Happy Healthy Recipe book, paired activity writing pages of whole school book. Help me reflect - How they can keep themselves safe when they feel scared or anxious.	Neglect Physical abuse Sexual abuse Emotional abuse. Bullying.
	5 Be safe at home.	I understand that, like medicines, some household substances can be harmful if not used correctly.	Connect us - Circle, Keeping Jigsaw Jino healthy. Open my mind - Class discussion safe/harmful medicines and household substances and storing them safely Tell me / show me - Safe and unsafe hazards in the home - power point presentation hazard symbol identification.	Substance misuse.

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

		I can take responsibility for keeping myself and others safe at home.	Let me learn - Group activity, sorting activity the storage of household items Help me reflect - Reflection on learning writing a slogan or drawing a picture of them being safe around harmful substances.	
4	1. My friends and me.	I can recognise how different friendship groups are formed, how I fit into them and the friends I value most. I can recognise when other people's actions make me feel embarrassed, hurt or inadequate and to help myself manage these emotions.	Connect us - Play Healthy Names. Open my mind - Paired activity discussion about their friends and friendships in general. Tell me / show me - Class discussion different types of friendships. Complete concentric circles activity sheet - identifying different types of friends. Let me learn - Class activity - discussion about when friends make you feel embarrassed, hurt or ashamed, and how to respond. Role -play different stories and different outcomes. Help me reflect - Describe a way they handled uncomfortable feelings in difficult situations.	Emotional abuse. Bullying.
	3 Smoking	I understand the facts about smoking and its effects on health and also some of the reasons people start to smoke. I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.	Connect us - Healthy/unhealthy word name game. Open my mind - Needs assessment, smoking fact grid. Tell me / show me - Class discussion, why do people smoke? Role - play different scenarios to be considered by the groups and performed. Let me learn - Assessment activity - Smoking Fact grid 2. Help me reflect - Reflect on their smoking scenario.	Substance misuse.
	4 Alcohol.	I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol. I relate to feelings of shame and guilt and how to act assertively to resist pressure from myself and others.	Connect us - Keep fit and healthy song. Open my mind - True/false power point alcohol fact quiz. Class discussion, how does alcohol change peoples behaviour/why do people drink alcohol? Tell me / show me - Power point, alcohol and the effects on the liver. Let me learn - Class discussion, writing a new verse for Keep Fit and Healthy Song about alcohol and caring for the liver. Perform new verses. Help me reflect - Reflect on verses of the song and their favourite messages.	Substance misuse.

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

	5 Healthy friendships.	I recognise when people are putting me under pressure and to explain ways to resist this when I want. I identify feelings of anxiety and fear associated with peer pressure.	Connect us - Sing Fit and Healthy Song. Open my mind - Class activity using Aidan's story, friendship dilemma. Complete mind map for solutions for Aidan's story. Tell me / show me - Happy Healthy Recipe Book. Class to contribute pages for Friendship pages. Whole class discussion. Let me learn - Class activity, create contributions to the recipe book. Help me reflect - reflect on how they can make sure their friendships are as healthy as possible.	Bullying
	6 Celebrating my inner strengths and assertiveness.	I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.	Connect us - Sing Fit and Healthy Song. Open my mind - Individual work reflecting on belief and morals. Tell me / show me - Class discussion changing beliefs /morals. Aidan's story 5/10 years on. Small group activity, research the word assertive. Let me learn - Small group activity, create a learning item for learning about assertiveness and instructions for its use. Present their findings. Help me reflect - Write a piece of advice to themselves about being assertive.	Emotional abuse. Bullying.
5	1 Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	Open my mind - group activity, smoking quiz . Tell me / show me - group activity, how does smoking affect my body? Use PPT slide 'Tobacco Industry's Poster Child' to stimulate discussion. Let me learn - group activity to demonstrate the 'effects of smoking on the body' (can use different active learning styles to present findings to the class), discuss whether they would/wouldn't start smoking. Help me reflect - Individual writing, how they feel about smoking now they know some facts.	Substance misuse.
	2 Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart . I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure .	Open my mind - paired activity using the Alcohol Grid, to draw and write 'What do you already know about alcohol?' Pairs join up with each other to share different facts, until the grid is completed. Tell me / show me - Class activity using BBC Learning Clip 10188 Alcohol, Madison's story and BBC Learning Clip 10186 Alcohol, Ben's story. Compare stories and discussion on anti-social behaviour and how alcohol can change behaviours. Let me learn - Revise facts on Alcohol Grid. Discuss what they'd say if someone offered them alcohol . Help me reflect - individual activity, to my future self, 'why am I considering drinking alcohol?'	Substance misuse.

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

	3 Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations . I know how to keep myself calm in emergencies .	Connect us - paired activity, reactions to situations (calm v frenzied). Open my mind - class discussion to reflect on connect us activity, decision making when calm. Frenzied, how to keep calm in an emergency, different emergency situations, how to use the emergency services. Tell me / show me - Class activity watching recovery position clip on the St John Ambulance website. Paired activity practicing the recovery position. Let me learn - Individual draw and write activity using story board and emergency situation cards. Help me reflect - Individual activity to think about how staying calm helps in an emergency situation.	Personal safety.
6	2 Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs.	Connect us - Jigsaw song 'Keep fit and healthy' discuss key messages. Open my mind - Class discussion - avoiding things we know to be harmful. Definition of a drug-make class list of drugs they know and their effects. Classifying drugs. Tell me / show me - Using power point classify drugs restricted / unrestricted/ illegal /prescribed. Let me learn - Discussion, why do people take drugs/alternatives to drugs? Help me reflect - make a list of five things they can do when they don't feel too good.	Substance misuse.
	3 Alcohol	I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you I feel about using alcohol when I am older and my reasons for this.	Connect us - Play 'I sit in the woods'. Open my mind - Class activity, role-play different types of drinking responsible /antisocial/misuse. Perform the scenes. Tell me / show me - DVD clip Liam's Dad. Class discussion, ' what type of drinker is Liam's dad? Why some people don't drink alcohol?' Mind map - why people use alcohol. Let me learn - Group activity, Mind map the different reasons why people drink alcohol and present to class. Help me reflect - Write or draw young people celebrating without using alcohol.	Substance misuse
	4 Emergency Aid	I know and can put into practice basic emergency aid procedures (e.g. recovery position) and know how to get help in emergency situations.	Connect us - Play Chinese Whispers. Open my mind - Power point - types of emergency. Group activity, 3 point plan of support for each emergency. Tell me / show me - DVD clip, recovery position and group activity. DVD clip CPR. How to respond in an emergency?	Personal safety

Where does Drugs Education happen in Jigsaw, the mindful approach to PSHE?

(Jigsaw builds self-esteem, resilience and aspiration as well as a positive view towards health and self-respect, all of which underpin the explicit lessons on drugs/alcohol etc.)

		I know how to keep myself safe and avoid emergencies and also how to deal with emergencies if they happen.	Let me learn - Discussion, responding in an emergency situation in a range of different situations and how to keep yourself safe/being aware of dangers. Complete a storyboard to show how you could help and keep yourself safe. Help me reflect - draw or write about how they can keep themselves safe from emergency situations and accidents.	
	5 Emotional health and mental health.	I can understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this.	Connect us - Class round, emotions words. Open my mind - Class discussion how you feel and look on a good/bad day. How can you make yourself feel better? Tell me / show me - Definition mental/emotional health. Class discussion, unkind responses to mental ill health and why people respond in this way. DVD clip Rhiannon's story and discussion about how she might be feeling. Let me learn - Complete the emotional well being template. Identify ways they could help themselves feel better/identify emotions and people who could help them. Help me reflect - write about someone who they can ask for help if they feel they would like some help with an emotion or a problem.	Substance misuse.
	6 Healthy Me.	I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse. I can use different strategies to manage stress and pressure.	Connect us - Play Hula Hoop. Open my mind - Discussion - what makes them stressed and what is the trigger for the stress. Using Play Doh, model something that makes them stressed. In pairs use the Play Doh to remodel and show how to make the situation better and feel less stressed. Tell me / show me - Class discussion about stress and pressure in our lives. How do adults cope with pressure - including drinking, smoking and drug taking and how some ways of coping are better than others? Let me learn - Class discussion different ways of coping with stress and pressure. Happy Healthy Recipe book, positive ways of coping. Mental and physical strategies to help different types of people. Use cube template to illustrate their ideas. Help me reflect - write how they could use some of the suggested strategies for coping with stress and pressure.	Substance misuse.

Appendix 4 Digital Literacy

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
2	Relationships	4 – Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
3	Healthy Me	4 – Being safe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task).
3	Relationships	3 – Keeping myself safe	Children discuss things that they might need to keep safe from and complete a 'keep safe' label template.	In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.

4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Relationships	3 – Girlfriends and Boyfriends	Through discussion and activities, children understand that they have a choice about whether to have a girlfriend/boyfriend and that they are under no pressure to do this (assertiveness).	Children look at appropriate and inappropriate behaviour, including physical contact. The emphasis in the lesson is that there is absolute need for both people in a relationship to show and to expect complete respect for each other's feelings and choices; this concept can easily be applied to other situations that some children may be in.
5	Relationships	5 & 6 – Relationships and Technology	Two lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	The CEOP ThinkUKnow video is used to demonstrate to children what can happen online. To create a balanced view, children are also encouraged to share what is good/useful about the internet. A 'Personal Record Sheet' activity highlights to children the importance of being vigilant online and not posting personal information.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.

6	Relationships	5 – Being Safe with Technology 1	Linked to previous lessons, children learn how technology can be used to try to gain power or control, and to be able to use strategies to prevent this from happening. They are also taught how to take responsibility for their own safety and well-being.	A short film about cyber-bullying is used to explore the use of text messages and e-mails – and how they can be used on hurtful ways. Online scenarios are the basis for discussions about what to do in difficult situations online or on phones. Children are reassured that they can talk to a trusted adult about anything that might be worrying them online or on phones.
6	Relationships	6 – Being Safe with Technology 2	In part 2 of the safety and technology lessons, children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	A 'Keeping Myself Safe Online' quiz is used to highlight some of the key messages from this and previous lessons, demonstrating how children have the right to be safe online too. Their learning is shown in the production of group videos about how children can be safe with technology and enjoy it.

NB: In all lesson plans, there are notes for teachers about being prepared for disclosures and what to do if they arise, including being aware of the school's confidentiality and safeguarding policies.

Appendix 5 Rights of the Child

Article	Student	Adult
1	Everyone under 18 has these rights.	Everyone under the age of 18 has all the rights in the Convention.
2	All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
3	All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.	The best interests of the child must be a top priority in all decisions and actions that affect children.
4	The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.	Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
5	Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.	Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.
6	You have the right to be alive.	Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
7	You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).	Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.
8	You have the right to an identity – an official record of who you are. No one should take this away from you.	Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
9	You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.	Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.
10	If you live in a different country than your parents do, you have the right to be together in the same place.	Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.
12	You have the right to give your opinion, and for adults to listen and take it seriously.	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for

		example during immigration proceedings, housing decisions or the child's day-to-day home life.
13	You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
14	You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.	Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
15	You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.	Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
16	You have the right to privacy.	Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
Article	Student	Adult
17	You have the right to get information that is important to your well-being, from radio, news- paper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.	Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
18	You have the right to be raised by your parent(s) if possible.	Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.
19	You have the right to be protected from being hurt and mistreated, in body or mind.	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
20	You have the right to special care and help if you cannot live with your parents.	If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.
21	You have the right to care and protection if you are adopted or in foster care.	Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.
22	You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.	If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.
23	You have the right to special education and care if you	A child with a disability has the right to live a full and decent life

	have a disability, as well as all the rights in this Convention, so that you can live a full life.	with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
24	You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.
25	If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.	If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.
26	You have the right to help from the government if you are poor or in need.	Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.
27	You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.	Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
29	Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
30	You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.	Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
31	You have the right to play and rest.	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
Article	Student	Adult
33	You have the right to protection from harmful drugs and from the drug trade.	Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.
34	You have the right to be free from sexual abuse.	Governments must protect children from all forms of sexual abuse and exploitation.
39	You have the right to help if you've been hurt, neglected or badly treated.	Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social

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		life.
42	You have the right to know your rights! Adults should know about these rights and help you learn about them, too.	Governments must actively work to make sure children and adults know about the Convention.