

Shaw CofE Primary School PHSE & SMSC Policy

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Spiritual, Moral, Social and Cultural provision Secrets of Success Curriculum at Shaw Primary – Mission Shaw

"It is not our job to toughen our children to cope with a cruel and heartless World, rather it is our role to help children grow up to make the World a little less cruel and heartless."

At Shaw CofE School, we have developed an integrated approach to the promotion and development of the Personal, Social, Health and Economic (PSHE) curriculum alongside the Spiritual, Moral, Social and Cultural (SMSC) curriculum. Recognition of the central place of **spirituality** and a clear articulation of **Christian** and **British values** are developed alongside **Personal Learning Goals** for each child.

This narrative is known as Mission Shaw, and different aspects of our spaceship picture represent differing aspects of the Shaw School experience.

The table below outlines the **experiences, expectations** and **curriculum** which we use to teach all of the above aspects of the Shaw Secrets of Success curriculum. This includes many aspects of the day to day curriculum, but draws particularly on **collective worship** and **assemblies, PSHE, RE, personal learning goals** and the many and rich **outside** and **residential experiences** which we offer our children.

The table is divided into three sections, based on the principle that a rounded education should include learning from **encounter** and **reflection** related to; **Health and Wellbeing, Relationships, Wow and Beyond! (inc the intangible beyond the tangible world)**

This approach is a work in progress and draws on the work of the Salisbury Diocese on Spirituality, known as the Rickett Grids, the work of Chris Quigley in the Secrets of Success curriculum and the PSHE Association Scheme of work for PSHE alongside the Jigsaw PSHE resource. It is drawn from Discovery RE and Understanding Christianity. Teachers are supported by the provision of clear lesson plans to support many of the areas. These are taken from the Jigsaw PSHE resource and support the rounded development of the child through the use of mindfulness techniques to encourage the development of a personal spirituality.

Shaw School works from the following core values and principles;

**"For I know the plans I have for you declares the Lord. Plans to prosper you and not to harm you. Plans to give you hope and a future."
JER 29:11**

Our mission statement is; **"To explore God's amazing Universe, valuing everyone and keeping children at the heart of all we do."**

Our Christian values are ; **Forgiveness, Trust, Truthfulness, Compassion, Creativity, Hope, Courage, Justice, Thankfulness, Humility, Peace, Friendship.**

Our British Values are; **Mutual Respect, Individual Responsibility, Democracy, The Rule of Law**

Our Personal Learning Goals are; **Try new things, Work hard, Concentrate, Push yourself, Imagine, Improve, Understand others, Don't give up.**

Our PSHE curriculum is constructed around the PSHE association areas of **Health and Wellbeing, Relationships, Wow and Beyond** taught through the cyclical yearly Jigsaw curriculum approach of; **"Being Me in My World", "Celebrating Difference", "Dreams and Goals", "Healthy Me", "Relationships" and "Changing Me."**

All of this is summarised in Mission Shaw.



Every spaceship needs **FUEL**. Our fuel is our **Personal Learning Goals**. These are things like: Understand Others, Improve, Work Hard, Concentrate, Push Yourself, Imagine, Try New Things, Don't Give Up. We aim to have a perfect mix of these things in our fuel to power our learning journey. The more of these we have, the better the fuel!

The best Spaceships have **ROCKET BOOSTERS**. They are a very small part of our spaceship but they make an enormous difference! Our rocket booster is our **Mindset**. If we apply a Growth Mindset to our Personal Learning Goal fuel, it makes the fuel even more powerful.

Becoming an excellent astronaut is not easy. It takes effort and practice. Every astronaut has to go to **STAR SCHOOL** for basic training. At Shaw School, not everything we do is deep space exploration, some is basic training. We go to Star School to learn the important basics which make our exploration of the universe easier, more effective and even more exciting. At Star School, quite a lot of our learning is about the skills in Reading, Writing and Maths. At Star School we graduate through different levels of basic training. People take different amounts of time to graduate through the training, but every bit of training makes the next mission easier. Everyone can do Space Exploration regardless of where they are on the basic training programme. When we are on Spaceship Shaw we are a team and draw on each other's strengths to make the learning mission successful, everyone has a part to play.



Every Spaceship needs **DEFENCE SHIELDS**. Defence shields keep astronauts safe and happy. Our defence shields are our **Christian Values**. We have lots of defence shields. Our most important ones are: Forgiveness, Respect, Thankfulness, Justice, Truthfulness, Hope, Trust, Courage and Service. We also sometimes need to use other defence shields. These include: Perseverance, Generosity, Compassion, Friendship, Peace, Reverence, Creativity, Responsibility and Wisdom. A skilful crew learns when to deploy each shield to keep everyone on the mission happy and safe.

Spaceships also have **OBSERVATION WINDOWS**. These give different views of the Universe around us. Spaceship Shaw has four different windows. These represent our **spirituality and mindfulness**. When we look at what we are learning we can see it through the observation window "**ME**". In this case we think about how what we are learning affects ourselves. The second window is "**OTHERS**". This is the window we look through when considering how what we are learning affects those around us. The third window is our "**WOW**" window. This is the window we look through and just say, "Wow! Isn't that amazing!" Our last window is our "**BEYOND**" window. When we look through this one, we realise that there is more to the Universe than we can see, hear, or touch. This window is about unanswerable questions, vastness and mystery.

Effective missions need a **MISSION CONTROL**. This is where the mission is decided upon, planned, monitored and evaluated. Shaw Mission Control is the home of lots of people: Our Teachers and helpers, Our Governors, The ATOM Trustees, Our School Council to name but a few. Our Headteacher is our Star Commander, who is ultimately responsible for Mission Shaw. He says that one of his key jobs is to filter out the "white noise" of useless and unhelpful information and make sure everyone understands what Mission Shaw is all about!

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HEALTH AND WELLBEING – Healthv Me, Changing Me, Dreams and Goals

FS2/KS1

KS2

Encounter: Learning about life, health and wellbeing: providing openings for development through an exploration of **identity** and **personal values, health and wellbeing**.

Reflection: Learning from life: understanding an **inner meaning** of **self** and **identity** – **critical reasoning** and **big questions**.

Assembly Themes based on School Values (These are our Spaceship Defence Shields) - Courage, Hope, Humility, Truthfulness (Values for Life and Roots and Fruits)

Key Experiences

Forest School (Yr 1)

Residential Experiences – Beer residential (yr3), Oxenwood (yr 4), Braeside (yr 5), Treyarnon (yr6)

PSHE Areas

Healthy Me, Changing Me, Dreams and Goals

The PSHE Learning Outcomes

Pupils should have the opportunity to learn;

Personal and Emotional

- *To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences*
- *To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.*
- *About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings*
- *About change and loss and the associated feelings*

Relationships and Sex

- *About the process of growing from young to old and how people's needs change*
- *About growing and changing and new opportunities and responsibilities that increasing independence may bring*
- *The names for the main parts of the body (inc external genitalia) the similarities and differences between boys and girls*

Health

- *What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.*
- *The importance of how to maintain personal hygiene*
- *How some diseases are spread and can be controlled and the*

Building on KS1, pupils should have the opportunity to learn;

Personal and Emotional

- *What positively and negatively affects their physical, mental and emotional health*
- *How to make informed choices and to begin to understand the concept of a balanced lifestyle*
- *To recognise how images in the media do not always reflect reality and can affect how people feel about themselves*
- *To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals*
- *To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others*
- *To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.*

Relationships and Sex

- *About change, including transitions, loss, separation, divorce and bereavement*
- *How their body will, and emotions may, change as they approach and move through puberty*
- *About human reproduction*
- *About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; (understanding that actions such as FGM constitute abuse, are a crime and how to get support if they have fears for themselves or their peers)*

Health

- *To recognise opportunities to make their own choices about food, what might*

responsibility they have for their own health and that of others

Safety inc Drugs

- To recognise that they share a responsibility for keeping themselves and others safe, when to say yes, no, I'll ask and I'll tell.
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
- That household products, including medicines, can be harmful if not used properly
- Rules for and ways of keeping physically and emotionally safe (inc safety, secrets, road safety etc.

influence their choices and the benefits of eating a balanced lifestyle

- That bacteria and viruses can affect health and that following simple routines can reduce their spread.

Safety inc Drugs

- To differentiate between the terms risk, danger and hazard
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- To recognise when and how to ask for help and use basis techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- School rules about health and safety, basis emergency aid procedures, where and how to help
- What is meant by the term habit and why habits can be hard to change
- Which, why and how, commonly available substances and drugs could damage their immediate and future health and safety, that some are illegal, some are restricted and some are illegal to own, use or supply others
- Strategies for keeping physically and emotionally safe including road safety, safety online, safety in the environment
- The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- About people who are responsible for helping them stay healthy and safe and ways that they can help those people.

Jigsaw Support materials

FS2	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<p><u>T 4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Everybody's Body 2. We like to Move it Move it! 3. Food Glorious Food 4. Sweet Dreams 5. Keeping Clean 6. Stranger Danger <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. My Body 2. Respecting My Body 3. Growing Up 4. Fun and Fears 5. Fun and Fears Celebration 6. Celebration <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. Challenge 2. Never Giving Up 3. Setting A Goal 4. Obstacles and 	<p><u>T4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Being Healthy 2. Healthy Choices 3. Clean and Healthy 4. Medicine Safety 5. Road Safety 6. Happy, Healthy Me <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. Life Cycles 2. Changing Me 3. My Changing Body 4. Boys and Girls Bodies 5. Learning and Growing 6. Coping With Changes <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. My Treasure Chest of Success 2. Steps to Goals 	<p><u>T 4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Being Healthy 2. Being Relaxed 3. Medicine Safety 4. Healthy Eating 5. Healthy Eating 6. Healthy Me Café <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. Life Cycles in Nature 2. Growing Young to Old 3. The Changing Me 4. Boys and Girls Bodies 5. Assertiveness 6. Looking Ahead <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. Goals to Success 2. My Learning Strengths 3. Learning With 	<p><u>T 4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Exercise 2. Exercise 3. Drugs 4. Being safe getting help 5. Being safe at home 6. Care of body <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Body changes outside 4. Body changes inside 5. Family stereotypes 6. Changes in the future. <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. Challenges and success 	<p><u>T4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. My Friends and Me 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships and assertiveness 6. Inner strength <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. Unique Me 2. Having a Baby 3. Girls and Puberty 4. Circles of Change 5. Accepting change 6. Looking ahead <p><u>T3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. Hopes and Dreams 2. Broken Dreams 3. Overcoming 	<p><u>T4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Smoking 2. Alcohol 3. Emergency Aid 4. Body Image 5. My relationship with Food 6. Healthy Me <p><u>T 6 Changing Me</u></p> <ol style="list-style-type: none"> 1. Self and Body Image 2. Puberty for Girls 3. Puberty for Boys 4. Conception 5. Looking Ahead 6. Looking Ahead <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. My Dream Lifestyle 2. Jobs and Careers 3. My Dream Job 4. Dreams in Other 	<p><u>T4 Healthy Me</u></p> <ol style="list-style-type: none"> 1. Food 2. Drugs 3. Alcohol 4. Emergency Aid 5. Emotional and Mental Health 6. Managing stress <p><u>T6 Changing Me</u></p> <ol style="list-style-type: none"> 1. Self and Body Image 2. Puberty 3. Girl talk/Boy talk 4. Conception to Birth 5. Attraction 6. Transition to Secondary School <p><u>T 3 Dreams and Goals</u></p> <ol style="list-style-type: none"> 1. Personal Learning Goals 2. Steps to Success

	<p>Support</p> <p>5. Flight to The Future</p> <p>6. Award Ceremony</p>	<p>3. Achieving Together</p> <p>4. Stretchy Learning</p> <p>5. Overcoming Obstacles</p> <p>6. Celebrating My Success</p>	<p>Others</p> <p>4. A Group Challenge</p> <p>5. Group Challenge</p> <p>6. Celebrating Achievement</p>	<p>2. My dreams and ambitions</p> <p>3. New challenges</p> <p>4. Our class challenge</p> <p>5. Overcoming obstacles</p> <p>6. Celebrating learning</p>	<p>Disappointment</p> <p>4. Creating new Dreams</p> <p>5. Achieving Goals We Did It!</p>	<p>Cultures</p> <p>5. How can we support each other?</p> <p>6. Rallying support</p>	<p>3. My Dream for the World</p> <p>4. Helping to make a difference</p> <p>5. Helping to make a difference</p> <p>6. Recognising our achievements</p>
<p>The RE Curriculum Questions (Discovery RE and Understanding Christianity)</p>	<p>FS2</p> <p>A1 – Special People – What makes people special?</p> <p>Yr 1</p> <ul style="list-style-type: none"> • Su 2 – Chanukah – Does celebrating Chanukah make Jewish children feel close to God? <p>Yr 2</p> <ul style="list-style-type: none"> • Su 1 – Community and belonging – Does going to the Mosque give Muslims a sense of belonging? <p><u>Core Concepts of each religion studied:</u></p> <p>Christianity – Creation, Relationship with God, Incarnation, Gospel, Salvation, Islam – Worship, Prophethood Judaism – God, Torah, Israel</p>			<p>Yr 3</p> <ul style="list-style-type: none"> • A1 – Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <p>Yr 4</p> <ul style="list-style-type: none"> • Su 2 – When Jesus left, what was the impact of Pentecost?? <p>Yr 5</p> <ul style="list-style-type: none"> • Su 1 – Hinduism – Beliefs and moral values – Do beliefs in karma, samsara and moksha help Hindus lead good lives? • Su 2 – What does it mean for Christians if God is holy and loving?. <p>Yr 6</p> <ul style="list-style-type: none"> • A1 – Islam – Beliefs and Practices – What is the best way for a Muslim to show commitment to God? • Su 1 and 2 – Islam – Beliefs and morals values – Does belief in Akhirah (life after death) help Muslims lead good lives? <p><u>Core Concepts of each religion studied:</u></p> <p>Christianity – Creation, Relationship with God, Incarnation, Gospel, Salvation, Islam – Worship, Prophethood Judaism – God, Torah, Israel</p>			

Personal Learning Goals; Spaceship Shaw's Rocket Fuel, Boosted by our Mindset Rocket Booster

Don't give up, Try new things, Work hard, Concentrate, Push Yourself, Imagine, Improve, Understand others.

British Values:

Democracy, Rule of Law, Individual responsibility, Mutual respect

- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of how citizens can influence decision making through the democratic process.
- An understanding of the importance of identifying and combatting discrimination.
- An understanding that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can

be held to account through Parliament, others such as the courts maintain independence.

Spiritual Development; The Spaceship Shaw “ME” window

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual’s perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Overall Spirituality Aim: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

FS2/KS1

A growing awareness of knowing what I like and what I don’t like both materially and in the way that I want to be treated.
Can say what I like and what I am good at.

An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness.
Know how to apologise and to try again.
Beginning to recognise mistakes and how to deal with them in a positive way.

LKS2

The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self.
An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies.
Can set goals for my work and behaviour that will help me to progress.

UKS2

The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the ‘inner self’. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us.
The ability to express an interpretation of this verbally.
Can explain my opinions.

RELATIONSHIPS – Relationships, Being Me in My World, Celebrating Difference

FS2/KS1

KS2

Encounter: Learning about life and relationships: recognising the **values and worth of others**

Reflection: Learning from life and relationships: understanding an awareness of the **affect of others**– a search for **meaning, critical reasoning** and **big questions**

Assembly themes based on School Values (These are our Spaceship Shaw Defence Shields) (5 year cycle) Trust, Forgiveness, Justice, Compassion, Friendship (Values for Life and Roots and Fruits)

Key experiences	<i>Forest School (Yr 1)</i>	<i>Residential Experiences – Beer residential (yr3), Oxenwood (yr 4), Braeside (yr 5), Treyarnon (yr6)</i>
PSHE Areas	<i>Relationships, Being Me in My World, Celebrating difference</i>	
The PSHE Learning Outcomes	<p><i>Pupils should have the opportunity to learn;</i></p> <p><u><i>Personal and Emotional</i></u></p> <ul style="list-style-type: none"><i>To communicate their feelings to others, to recognise how others show feelings and how to respond.</i><i>To recognise how their behaviour affects other people</i><i>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</i><i>To share their opinions on the things that matter to them and explain their views through discussions with one other person and the whole class</i><ul style="list-style-type: none"><i>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</i><i>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices,</i> <p><u><i>Relationships and Sex</i></u></p> <ul style="list-style-type: none"><i>To listen to other people and play and work collaboratively</i><i>To offer constructive feedback and support to others.</i><i>To identify and respect the differences and similarities between people</i><i>To identify their special people, what makes them special and how special people should care for each other</i><i>How to contribute to the life of the classroom</i><i>To help construct, and agree to follow, group and class rules and to understand how these rules help them</i><i>That people and other living things have needs and that they have responsibilities to meet them</i><i>That they belong to various groups and communities such as family and school.</i><i>What improves and harms their local, natural and build</i>	<p><i>Building on KS1, pupils should have the opportunity to learn;</i></p> <p><u><i>Personal and Emotional</i></u></p> <ul style="list-style-type: none"><i>That their actions affect themselves and others</i><i>To recognise and challenge stereotypes.</i><i>To research, discuss and debate topical issues, problems and events concerning health and well being and offer their recommendations to appropriate people</i><i>To understand that everyone has human rights, all peoples and all societies have their own special rights set out in the United Nations Declaration of the Rights of the Child</i><i>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</i><i>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</i><i>To develop an initial understanding of the concepts of interest, loan, debt and tax</i><i>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</i><i>About enterprise and the skills that make someone enterprising</i><i>To explore and critique how the media present information</i> <p><u><i>Relationships and Sex</i></u></p> <ul style="list-style-type: none"><i>To recognise and respond appropriately to a wider range of feelings in others</i><i>Listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</i><i>To work collaboratively towards shared goals</i><i>To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</i><i>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</i><i>That there are different kinds of responsibilities, rights and duties, at home, at school, in the community and towards the environment</i>

environments and about some of the ways people look after them.

Safety inc Drugs

- The difference between secrets and surprises and the importance of not keeping adult's secrets, only surprises.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
- That people's bodies and feeling can be hurt
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- That there are different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

- To resolve differences by looking at alternatives, seeing and respecting other's points of view, making decisions and explaining choices
- What being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To think about the lives of people living in other places, and people with different values and customs

Health

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families
- That civil partnerships and marriage are examples of stable, loving relationship and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
- To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to

Safety inc Drugs

- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- The concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- To recognise and manage dares
- To know that there are some cultural practices which are against British law and universal human rights, (such as FGM)
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

The Jigsaw PSHE curriculum support

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>ADD IN RELATIONSHIPS HERE</u></p> <p><u>T1 Being Me in My World</u> 1. Who...Me?</p>	<p><u>T1 Being Me in My World</u> 1. Special and Safe 2. My Class 3. Rights and Responsibilities 4. Rewards and feeling</p>	<p><u>T1 Being Me in My World</u> 1. Hopes and Fears for The Year 2. Rights and Responsibilities 3. Rewards and</p>	<p><u>T1 Being Me in My World</u> 1. Getting to know each other 2. Our nightmare school! 3. Our dream school</p>	<p><u>T1 Being Me in My World</u> 1. Becoming a class team 2. Being a school Citizen 3. Rights,</p>	<p><u>T1 Being Me in My World</u> 1. My Year Ahead 2. Being Me in Britain 3. Yr 5 Responsibilities</p>	<p><u>T1 Being Me in My World</u> 1. My Year Ahead 2. Being a Global citizen 3. Being a Global Citizen</p>

2. How am I feeling Today?
 3. Being at School
 4. Gentle Hands
 5. Our rights
 6. Our responsibilities
- T 2 Celebrating Difference**
1. What am I Good At?
 2. I'm Special, I'm Me!
 3. Families
 4. Houses and Homes
 5. Making Friends
 6. Standing Up for Yourself

5. Proud
 6. Consequences
- T 2 – Celebrating Difference**
1. The same as...
 2. Different From...
 3. What is Bullying?
 4. What do I do About Bullying?
 5. Making New Friends
 6. Celebrating Difference, Celebrating Me

4. Consequences
 5. Rewards and Consequences
 6. Our Learning Charter
- T2 – Celebrating Difference**
1. Boys and Girls
 2. Boys and Girls
 3. Why does Bullying Happen?
 4. Standing up for Myself and Others
 5. Making a new Friend
 6. Celebrating Difference and still Being Friends.

4. Rewards and consequences
 5. Learning charter
 6. Learning charter
- T2 – Celebrating Difference**
1. Families
 2. Family conflict
 3. Witness feelings
 4. Witness solutions
 5. Words that harm
 6. Celebrating difference – compliments.

- Responsibilities and Democracy**
4. Rewards and Consequences
 5. Our Learning Charter
 6. Our Learning Charter.
- T2 – Celebrating Difference**
1. Judging by Appearances
 2. Understanding Influences
 3. Understanding Bullying
 4. Problem Solving
 5. Special Me
 6. Celebrating difference – how we look.

4. Rewards and Consequences
 5. Our Learning Charter
 6. Our Learning Charter
- T 2 – Celebrating Difference**
1. Different Cultures
 2. Racism
 3. Rumours and name-calling
 4. Types of Bullying
 5. Does Money Matter?
 6. Celebrating Difference Across the World

4. The Learning Charter
 5. Consequences
 6. Learning Charter
- T2 Celebrating Difference**
1. Am I normal?
 2. Understanding disability
 3. Power struggles
 4. Why Bully?
 5. Celebrating difference
 6. Celebrating difference
 - 7.

The RE curriculum Questions (Discovery RE and Understanding Christianity)

- FS2
- Sp 2 – Why do Christians put a cross in a Easter garden?
- Yr 1
- A2 – Why does Christmas matter to Christians?
 - Sp 1 – Jesus as a friend – Was it always easy for Jesus to show friendship?
 - Sp 2 – Why does Easter matter to Christians?
- Yr 2
- A1 – What did Jesus teach? – Is it possible to be kind to everyone all of the time?
 - A2 – What is the Good News that Jesus brings??

Core Concepts of each religion studied:

Christianity – Creation, Relationship with God, Incarnation, Gospel, Salvation,
Islam – Worship, Prophethood
Judaism – God, Torah, Israel

- FS2
- A2 – Why do Christians perform Nativity plays at Christmas?
 - Sp1 – Celebrations – How do people celebrate?
 - Sp 2 – Christianity – What is Easter?
 - Su 1 – Story Time – What can we learn from stories?
 - Su 2 – Special Places – What makes places special?

- Yr 1
- A1 – Creation – Does God want Christians to look after the world?
 - Su 1 – Shabbat – Is Shabbat important to Jewish children?

- Yr 3
- Sp2 – Why do Christians call the day Jesus died Good Friday??
- Yr 4
- A1 – Judaism – Beliefs and Practices – How special is the relationship Jews have with God?
 - Sp2 – Easter – Is forgiveness always possible?
 - Su 1 – Judaism – Rites of Passage and good works – What is the best way for a Jew to show a commitment to God.

Yr 5

- Sp2 – What do Christians believe Jesus did to save Human Beings??

Yr 6

- A2 – What would Jesus do??

Core Concepts of each religion studied:

Christianity – Creation, Fall, Covenant, Incarnation, Gospel, Salvation,
Islam – Worship, Knowledge, Prophethood
Judaism – God, Torah, Israel
Hinduism – Brahman, Karma, Samsara, Moksha, Dharma, Bhakti

- Yr 3
- A2 – What is Trinity?
 - Sp1 – What do Christians learn from the Creation story??
 - Su1 – Hindu beliefs – How can Brahman be everywhere and in everything?
 - Su2 – Pilgrimage to the River Ganges – Would visiting the River Ganges feel special to a non-Hindu?

- Y4
- A2 – What is it like for Christians to follow God??
 - Sp1 – Judaism – Passover – How is important is it for Jewish people to do what God has asked them to do?

Yr 2

- Sp 1 – Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life?
- Sp 2 – Easter – Is it true that Jesus came back to life again?
- Su 2 – Hajj – Does completing Hajj make a person a better Muslim?

Core Concepts of each religion studied;

Christianity – Creation, Relationship with God, Incarnation, Gospel, Salvation,

Islam – Worship, Prophethood

Judaism – God, Torah, Israel

Yr5

- A1 – Hinduism – Prayer and worship – What is the best way for a Hindu to show a commitment to God?
- A2 – Was Jesus the Messiah?
- Sp1 – Hindi beliefs – How can Brahman be everywhere and in everything?

Yr6

Sp1 – Creation and Science, conflicting or complimentary?

- Sp 2 – What difference does the resurrection mean for Christians?

Core Concepts of each religion studied;

Christianity – Creation, Fall, Covenant, Incarnation, Gospel, Salvation,

Islam – Worship, Knowledge, Prophethood

Judaism – God, Torah, Israel

Hinduism – Brahman, Karma, Samsara, Moksha, Dharma, Bhakti

Personal Learning Goals; Our Spaceship Shaw Rocket Fuel and Rocket Boosting Mindset.

Don't give up, Try new things, Work hard, Concentrate, Push Yourself, Imagine, Improve, Understand others.

British Values;

Democracy, Rule of Law, Individual responsibility, Mutual respect

- *An understanding that the freedom to choose and hold other faiths and beliefs is protected in law*
- *An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.*
- *An understanding of how citizens can influence decision making through the democratic process.*
- *An understanding of the importance of identifying and combatting discrimination.*
- *An understanding that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.*
- *understanding that there is a separation of power between the executive and the judiciary and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.*

Spiritual Development; The Spaceship Shaw "Others" window

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Overall Spirituality Aim: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.

FS2/KS1 Understanding that other people have their own views and opinions and may value different things to you. A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.

LKS2 Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and

UKS2 A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful

opinions.

relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.

Wow and Beyond! (including the concept of things which are BEYOND the tangible world)

These vital areas of PSHE and SMSC are woven across our curriculum. Children are given opportunities to “Stop and Stare” in many aspects of the Shaw School Curriculum. Every Jigsaw lesson includes time for mindfulness and being “in the moment”

FS2/KS1

KS2

Encounter: Learning about life in the wider world and considering the intangible world: **challenging experiences of beauty, a growing appreciation of the intangible – truth, love**

Reflection: Learning from life: **reflecting on experiences of beauty, reflecting on the beyond** – a search for meaning, critical

reasoning and big questions.

Personal Learning Goals; Our Spaceship Shaw Rocket Fuel and Rocket Boosting Mindset

Don't give up, Try new things, Work hard, Concentrate, Push Yourself, Imagine, Improve, Understand others.

Spiritual Development; Our Spaceship Shaw Windows of "Wow" and "Beyond"

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things

Overall Spirituality Aim: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.

FS2/KS1

Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it. Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.

FS2/KS1

Have the confidence to ask questions that have no answers. Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.

LKS2

Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.

LKS2

Understand what big questions are. Be able to explain imaginative responses to questions of meaning.

UKS2

Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

UKS2

Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question

