



Progression Map

National Curriculum Aims

SMSC Development

Citizens of the future

What is Jigsaw?

Linked Texts

Information for Parents

*PSHE
(Jigsaw)*

Inclusion

RSHE Policy

Intent, Implementation & Impact

Vocabulary



All Subjects



PSHE



The mindful approach to PSHE

We are a happy and caring school who pride ourselves on the wide range of opportunities we create for our pupils which centre around their health, wellbeing and social and emotional development. We believe in empowering our pupils and laying the foundations for lifelong learning. Our curriculum is designed to support every child as well as giving them the tools to help them manage their emotions, support their mental health and to enable them to make healthy choices throughout their lives.

Our school ethos celebrates all aspects of school life and the positive experiences that are a central part of school life at Trenance Learning Academy.

PSHE is fully embedded within our curriculum as well as being taught as a weekly subject. It is further enhanced by visits from people who help us within our local community, involvement in charity events and with outside agencies and initiatives that promote health and wellbeing.

We start every school year with the topics 'Ready Steady Go' and 'This is Our School.' PSHE lessons start the school year with the theme, 'Being Me in My World'. These topics focus on school life, ensuring that all children are well supported in settling into their new year group and that they feel safe and happy.

PSHE Overview





National Curriculum Aims Relationships Education



Families and People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources

RSHE Overview

<h2>Mental Wellbeing</h2>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<h2>Internet Safety & Harms</h2>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<h2>Physical Health & Fitness</h2>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
<h2>Healthy Eating</h2>	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<h2>Drugs, Alcohol & Tobacco</h2>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<h2>Health & Prevention</h2>	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health, and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
<h2>Basic First Aid</h2>	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<h2>Changing adolescent body</h2>	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Progression Map



	YF	Year 1	Year 2
Healthy Me	<ul style="list-style-type: none"> · Exercising bodies · Physical activity · Healthy food · Sleep · Keeping clean · Safety 	<ul style="list-style-type: none"> · Keeping myself healthy · Healthier lifestyle choices · Keeping clean · Being safe · Medicine safety/safety with household items · Road safety · Linking health and happiness 	<ul style="list-style-type: none"> · Motivation · Healthier choices · Relaxation · Healthy eating and nutrition · Healthier snacks and sharing food
	<p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I feel good about myself when I make healthy choices</p> <p>I know how to make healthy lifestyle choices</p> <p>I feel good about myself when I make healthy choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly</p> <p>I am special so I keep myself safe</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know some ways to help myself when I feel poorly</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can recognise when I feel frightened and know who to ask for help</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I know what I need to keep my body healthy</p> <p>I am motivated to make healthy lifestyle choices</p> <p>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</p> <p>I can tell you when a feeling is weak and when a feeling is strong</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I feel positive about caring for my body and keeping it healthy</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I have a healthy relationship with food and know which foods I enjoy the most</p> <p>I can decide which foods to eat to give my body energy</p> <p>I have a healthy relationship with food and I know which foods are most nutritious for my body</p> <p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>

Progression Map



	YF	Year 1	Year 2
Relationships	<ul style="list-style-type: none"> · Family life · Friendships · Breaking friendships · Falling out · Dealing with bullying · Being a good friend 	<ul style="list-style-type: none"> · Belonging to a family · Making friends/being a good friend · Physical contact preferences · People who help us · Qualities as a friend and person · Self-acknowledgement · Being a good friend to myself · Celebrating special relationships 	<ul style="list-style-type: none"> · Different types of family · Physical contact boundaries · Friendship and conflict · Secrets · Trust and appreciation · Expressing appreciation for special relationships
	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p> <p>I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p> <p>I can recognise my qualities as person and a friend</p> <p>I know ways to praise myself</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I accept that everyone's family is different and understand that most people value their family</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p> <p>I can express my appreciation for the people in my special relationships</p> <p>I am comfortable accepting appreciation from others</p>

Progression Map



	YF	Year 1	Year 2
Being Me in My World	<ul style="list-style-type: none"> · Self-identity · Understanding feelings · Being in a classroom · Being gentle · Rights and responsibilities 	<ul style="list-style-type: none"> · Feeling special and safe · Being part of a class · Rights and responsibilities · Rewards and feeling proud · Consequences · Owning the Golden Rules 	<ul style="list-style-type: none"> · Hopes and fears for the year · Rights and responsibilities · Rewards and consequences · Safe and fair learning environment · Valuing contributions · Choices · Recognising feelings
	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p><i>I know how to use my Jigsaw Journal</i></p> <p><i>I feel special and safe in my class</i></p> <p><i>I understand the rights and responsibilities as a member of my class</i></p> <p><i>I know that I belong to my class</i></p> <p><i>I know how to make my class a safe place for everybody to learn</i></p> <p><i>I know my views are valued and can contribute to the Golden Rules</i></p> <p><i>I can recognise how it feels to be proud of an achievement</i></p> <p><i>I can recognise the choices I make and understand the consequences</i></p> <p><i>I can recognise the range of feelings when I face certain consequences</i></p> <p><i>I understand my rights and responsibilities within our Golden Rules</i></p> <p><i>I can understand my choices in following the Learning Charger</i></p>	<p><i>I can identify some of my hopes and fears this year</i></p> <p><i>I recognise when I feel worried and know who to ask for help</i></p> <p><i>I know how to use my Jigsaw Journal</i></p> <p><i>I recognise when I feel worried and know who to ask for help</i></p> <p><i>I understand the rights and responsibilities for being a member of my class and school</i></p> <p><i>I can help to make my class a safe and fair place</i></p> <p><i>I can listen to other people and contribute my own ideas about rewards and consequences</i></p> <p><i>I can help make my class a safe and fair place</i></p> <p><i>I understand how following the Golden Rules will help me and others learn</i></p> <p><i>I can work cooperatively</i></p> <p><i>I understand how following the Golden Rules will help me and others learn</i></p> <p><i>I am choosing to follow the Golden Rules</i></p>

Progression Map



	YF	Year 1	Year 2
Celebrating Differences	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I can identify similarities between people in my class</p> <p>I can tell you some ways in which I am the same as my friends</p> <p>I can identify differences between people in my class</p> <p>I can tell you some ways I am different from my friends</p> <p>I can tell you what bullying is</p> <p>I understand how being bullied might feel</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I can be kind to children who are bullied</p> <p>I know how to make new friends</p> <p>I know how it feels to make a new friend</p> <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are similar and feel good about this</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I understand that bullying is sometimes about difference</p> <p>I can tell you how someone who is bullied feels</p> <p>I can be kind to children who are bullied</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied</p> <p>I know some ways to make new friends</p> <p>I know how it feels to be a friend and have a friend</p> <p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>

Progression Map



	YF	Year 1	Year 2
Dreams and Goals	<ul style="list-style-type: none"> · Challenges · Perseverance · Goal-setting · Overcoming obstacles · Seeking help · Jobs · Achieving goals 	<ul style="list-style-type: none"> · Setting goals · Identifying successes and achievements · Learning styles · Working well and celebrating achievement with a partner · Tackling new challenges · Identifying and overcoming obstacles · Feelings of success 	<ul style="list-style-type: none"> · Achieving realistic goals · Perseverance · Learning strengths · Learning with others · Group co-operation · Contributing to and sharing success
	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I can set simple goals</p> <p>I can identify my successes and achievements</p> <p>I can set a goal and work out how to achieve it</p> <p>I can tell you how I learn best</p> <p>I understand how to work well with a partner</p> <p>I can celebrate achievement with my partner</p> <p>I can tackle a new challenge and understand this might stretch my learning</p> <p>I can identify how I feel when I am faced with a new challenge</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I can identify my successes and achievements and know how this makes me feel (proud)</p> <p>I can persevere even when I find tasks difficult</p> <p>I can tell you some of my strengths as a learner</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with</p> <p>I understand how working with other people can help me to learn</p> <p>I can work cooperatively in a group to create an end product</p> <p>I can work with other people to solve problems</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p> <p>I know how to share success with other people</p> <p>I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)</p>

Progression Map



	YF	Year 1	Year 2
Changing Me	<ul style="list-style-type: none"> · Bodies · Respecting my body · Growing up · Growth and change · Fun and fears · Celebrations 	<ul style="list-style-type: none"> · Life-cycles - animal and human · Changes in me · Changes since being a baby · Differences between female and male bodies (correct terminology) · Linking growing and learning · Coping with change · Transition 	<ul style="list-style-type: none"> · Life cycles in nature · Growing from young to old · Increasing independence · Differences in female and male bodies (correct terminology) · Assertiveness · Preparing for transition
	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Foundation</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new things</p> <p>I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with changes</p>	<p>I can recognise cycles of life in nature</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like about being me</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p> <p>I can identify what I am looking forward to when I am in Year 3</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>

Vocabulary

Year 2



Serene, peaceful, tranquil,
ecstatic, nervous, inspired,
petrified, fearful, anxious,
enraged, frustrated, irritated,
wistful, melancholy, sorrowful,
pleased, fulfilled, contented

Year 1

quiet, chilled, relaxed, energetic,
bouncy, thrilled, frightened,
terrified, afraid, furious, annoyed,
upset, cross, dismal, blue, down,
joyful, cheerful, delighted

quiet, chilled, relaxed, energetic,
bouncy, thrilled, frightened,
terrified, afraid, furious, annoyed,
upset, cross, dismal, blue, down,
joyful, cheerful, delighted

Foundation

Happy, Calm, Sad,
Angry, Excited, Scared

Happy, Calm, Sad,
Angry, Excited, Scared

Happy, Calm, Sad,
Angry, Excited, Scared

Stories & Texts

Emotions	Families	Diversity	Friendships
<p><i>The Huge Bag of Worries - Virginia Ironside</i> <i>Ruby's worry - Tom Percival</i> <i>The Worrysaurus - Rachel Bright</i> <i>Feelings - Libby Walden</i> <i>I feel Sad - Mike Gordon</i> <i>I feel Angry - Mike Gordon</i> <i>I feel Frightened - Mike Gordon</i> <i>When I'm feeling Love - Tracey Moroney</i> <i>When I'm feeling Love - Tracey Moroney</i> <i>Tough Guys (Have Feelings Too) - Keith Negley</i> <i>The Boy, The Mole, The Fox and the Horse - Charlie Macksey</i></p>	<p><i>The Family Book - Todd Parr</i> <i>What Type of Family Are We? - Lizzy Seaton</i> <i>The New Small Person - Lauren Child</i> <i>The Great Big Book of Families - Mary Hoffman</i> <i>A Handful of Buttons - Carmen Paret Luque</i></p>	<p><i>Handa's Hen. Eileen Browne</i> <i>I love my Hair - Natasha Anastasia</i> <i>The Name Jar - Yangsook Choi</i> <i>My Pet Star - Corrine Averiss</i> <i>Number 7 Evergreen Street - Julia Patton</i> <i>All Are Welcome - Alexandra Penfold</i> <i>Julian is a Mermaid - Jessica Love</i> <i>The Big Bed - Bunmi Laditon</i> <i>Ready Steady Mo! - Mo Farah</i> <i>Chapati Moon - Pippa Goodhart</i> <i>So Much - Trish Cooke</i> <i>It's OK to be Different - Todd Parr</i> <i>Elmer - David Mckee</i> <i>Astro Girl - Ken Wilson-Max</i> <i>Red: A Crayon's Story - Michael Hall</i> <i>The Extraordinary Gardener - Sam Boughton</i> <i>I am Enough - Grace Byers</i> <i>The Garden of Hope - Isabel Otter</i> <i>The Proudest Blue - Ibtihaj Muhammad</i></p>	<p><i>Lost & found - Oliver Jeffers</i> <i>Lubna & Pebble - Wendy Meddour</i> <i>Monty the Manatee - Natalie Pritchard</i> <i>Giraffe is Left Out - Sue Graves</i> <i>Friends - Kathryn Cave</i> <i>Hippo Owns Up - Sue Graves</i> <i>Sharing a Shell - Julia Donaldson</i> <i>Loved to Bits - Teresa Heapy</i> <i>The Squirrels Who Squabbled - Rachel Bright</i> <i>Something Else - Kathryn Cave</i> <i>Be Gentle - Viginial Miller</i></p>



Promoting Mental Wellbeing

Mindfulness

Mindfulness sessions are a part of every classroom at Trenance Learning Academy. Our sessions do not follow a religious or spiritual framework. Through mindfulness children are simply invited to follow a few simple breathing techniques and relaxing exercises.

Children are given the choice to participate within the sessions. If they choose not to participate, they can simply observe others and benefit from the calm environment from the session.

Mindfulness is increasingly recognised as an essential educational tool. It is used to develop attention and focus, increase the quality of academic learning and has social and emotional benefits. Through mindfulness practices, children learn techniques to calm themselves or focus when needed. Our aim is to provide the children with the support and tools they need to face challenges and difficulties with confidence, joy and enthusiasm.

Benefits of Mindfulness

Feel peaceful and calm

• Cope with stress and anxiety

• Increase focus and concentration

• Handle difficult emotions

• Develop creativity and imagination

• Self-confidence & management

Spiritual, Moral, Social & Cultural Development



Wellbeing Diet	<p>The Trenance Learning Academy Wellbeing Diet centres around the development of every pupil's health, wellbeing and social and emotional development. Through the Wellbeing Diet, pupils are supported in managing their emotions, their mental and physical health as well as empowering them in making healthy choices throughout their lives.</p>
Golden Rules	<p>We take a whole school approach to everything we do at Trenance Learning Academy. Our safe and caring school environment and positive approach to behaviour enables our pupils to thrive in all areas of school life. Our 6 Golden Rules, promote the values of compassion, honesty and respect.</p>
Class Councillors	<p>School Councillors play a big part in helping to make Trenance a happy and exciting school. Their job is 'to make a difference' and to be the voice of their class and to ensure that pupils feel that they are an important part of school life. School Council meetings are taken very seriously and suggestions are passed on to our Leadership Team. Children are very proud of their roles, working responsibly alongside our School Council leader.</p>
Fab Friends	<p>FAB Friends are on duty in the playground every day and help to support the school ensuring play times and lunchtimes are fun and that everyone feels happy and safe. Children work alongside the Wellbeing team as well as the playtime and lunchtime team, initiating playground games, ensuring that no-one is lonely and that all pupils are following the Golden Rules. Pupil's character is developed through collaborative work and they are proud of their role within the school.</p>
House Teams	<p>Every pupil at Trenance is part of a House Team. House Captains lead our house teams in a number of House Team challenges throughout the school year, making sure that everyone feels part of the team. Pupils are also awarded house team points for achievements and involvement within the local community e.g. school choir events.</p>
Citizen of the Week	<p>Every week a pupil from each class is awarded the Citizen of the Week which is in our whole school Celebration Assembly on Fridays. These pupils have been noticed for their exceptional behaviour around the school and for demonstrating qualities linked to the 6Ps, Golden Rules and Jigsaw charter.</p>
Safety Ambassadors	<p>Safety Ambassadors help to support the school ensuring that it is a happy and safe environment. Children work alongside the Safeguarding and Wellbeing Team providing them with meaningful opportunities to understand how to be responsible and contribute positively to our school. Pupil's character is developed through collaborative work and they are proud of their role within our school.</p>
Emotional Literacy	<p>We feel it is important to equip our pupils with the emotional vocabulary, to help them reflect on their feelings, develop their self-esteem and to enable them to have positive interactions with others. Each classroom is rich with vocabulary that assists in the development of emotional literacy which is age appropriate and progressive throughout the school. Additionally, we support the development of emotional literacy through a number of intervention programmes and frequently update our PSHE library which is rich in books that support this area.</p>
Multi-cultural events	<p>At Trenance, we believe it is important for pupils to celebrate the diverse society that we live in as well as embracing their local culture. All families come in different shapes and sizes and we feel that it is important to reflect this. We believe that, by learning about cultures and encouraging children to talk positively about their family structure, our children will gain the lifelong skills to become happy, confident and responsible citizens.</p>
Local Community	<p>Alongside maintaining a sense of community within our school, we continue to maintain very strong links within our local community. Our curriculum is designed to ensure that every pupil feels a sense of belonging and pride in our community. Pupils in every year group take part in Beach School, local visits, events and celebrations within our community.</p>

Significant Individuals

<i>Foundation Stage</i>	<i>KS1</i>
<i>Banana Man</i> <i>Green Cross Code Man</i> <i>Local Heroes (Fire, Police, Medical)</i>	<i>Olympic Athletes</i> <i>RNLI</i> <i>Local Religious Figures</i>

Citizens of the future



Citizen of the week

Every week a pupil from each class is awarded the Citizen of the Week. These pupils have been noticed for their exceptional behaviour around the school and qualities linked to our characteristics of learning, 6Ps and the Golden Rules. Citizens are awarded in our Celebration Assembly on Fridays.

School Councillors

we play a very big part in helping to make Trenance a happy and exciting school. Our job is 'to make a difference' - we 'speak up' and are the voice of our class. All 'likes' and 'dislikes' that we talk about or focus on during School Council Meetings are taken very seriously and suggestions are passed on to Mrs. Crowle, Executive Headteacher.

House Team Captains

We lead the House Teams in all our team challenges, making sure everybody feels part of the team. We also model and show others how to be a good team player

Fab Friends

We are on duty every day! We know lots of games and ways to have fun and like helping others. We also: start games with children who are unsure of what to play - talk to friends and children who look lonely - invite children to play a game with you encourage children to eat a healthy snack at playtime - ask children what they are having for lunch and what they like about lunchtimes tell the adults when they notice children are not following the Golden Rules - remind children to move safely around our school inside and outside.

Safety Ambassaa

We help the grown-ups to make sure our school is happy and safe. We particularly work with the grown-ups in the Safeguarding and Wellbeing Team to make our school the best it has ever been.

PSHE Overview



What is Jigsaw, and how does it work?

Jigsaw is a comprehensive and completely original PSHE Education programme for the whole primary school from Years F1 and 2 through to Year 6 (ages 3-11). It was launched in July 2013 and hundreds of schools across the country are using it. Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development.

A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes. What will Jigsaw teach my child? There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. The Puzzles and what children learn Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice. Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic. Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, assertiveness, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to junior school. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles and anatomy. What else is included? There are numerous additional aspects of the Jigsaw programme, including the Jigsaw Friends (jigsaw-shaped soft toys), Jigsaw chimes (used to help and encourage calming techniques) and the Jigsaw Journal, which is a portfolio of children's work as well as an opportunity for each child to celebrate his learning journey and self-development.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the Calm Me time exercises (using the Jigsaw chime), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions are regulated, behaviour managed and calmness generated. How can I find out more information about Jigsaw and how it is taught in my child's school? The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher. If there are some very specific questions that the head teacher or class teacher thinks would be answered best by the Jigsaw team, the school can contact the team directly. Parents and carers are very welcome to visit the Jigsaw website www.jigsawpshe.com



Relationships & Health Education - Policy

Rationale and ethos

At Trenance Learning Academy, we create a wide range of positive experiences and opportunities for our infant pupils which centre around health and wellbeing and building positive relationships. We believe in empowering our pupils; giving them the tools and support to enable them to manage their emotions, support their mental health and to make healthy choices. Through every aspect of school life, we aim to promote the spiritual, moral and cultural development of every child, preparing them for the opportunities, responsibilities and challenges that life offers.

We believe it is important for pupils to celebrate the diverse society that we live in as well as embracing their local culture. All families come in different shapes and sizes and we feel that it is important to reflect this. We encourage children to talk positively about their family structure and there is an emphasis on the respect and understanding of family groups and people who contribute to providing children with care, love and support. We ensure that Relationships Education fosters gender equality and LGBTQ+ by reflecting all family groups in an age appropriate manner.

We provide equal opportunities for all children regardless of age, gender, ethnicity, and ability including SEN and for those whom English is a second language. We ensure that the needs of each child are considered when planning and delivering the curriculum to ensure an inclusive environment where every child reaches their potential. Through carefully selected stories and the Jigsaw scheme of work, children will learn about diverse families and relationships. This policy is intended to ensure that Relationships and Health Education is taught in an inclusive and age appropriate manner, in consultation with parents, carers and in line with legal and statutory requirements in accordance with:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

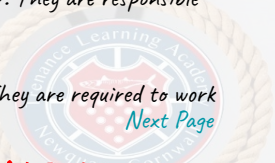
- The Academies Act (2010)
- The Education and Inspections Act (2006)
- The Equality Act (2010)
- Keeping children safe in education- Statutory safeguarding guidance (2019)

Roles and responsibilities

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The

Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. The RHE programme will be led by the subject leader. They are responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RHE.

Health professionals and valued members of our community are welcomed into our school to work with us to provide advice and support to our pupils in regards to health education. They are required to work within our RSHE policy.



Relationships & Health Education - Policy



Curriculum design for RHE

Relationships and Health Education is taught weekly through a planned programme of study that brings together PSHE education, emotional literacy, social skills, mindfulness and spiritual development. Teaching strategies are varied and mindful of preferred learning styles and the need for differentiation. We take a whole school approach to Relationships and Health Education, with all year groups working on the same theme at the same time. Each theme starts with an introductory collective worship, generating a whole school focus.

Jigsaw Content

Jigsaw covers all areas of Relationships and Health Education for the primary phase, as the table below shows:

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fundraising events
Spring 2	Healthy Me	Includes medicine safety, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change in an age appropriate manner

RHE is not a standalone subject- it is part of the school's ethos and values. Alongside our weekly programme, learning opportunities for Relationships and Health Education are embedded within the curriculum taking place in Science, Religious Education, PE and Topic work. These are enhanced in a number of additional ways:

- Children are encouraged to take an active part in school life with a wide variety of extra-curricular activities on offer.
- Regular visits from people who help in the community, health promotions.
- All pupils in the school will take part in Beach School.
- Recognition of British values through the celebration and recognition of important events
- Recognising current issues around the world and linking them to their own learning.
- School visits and residential trip in Year 2.
- Involvement in charity events with the emphasis on caring for others.
- Recognition of Democracy through discussion of matters relating to Health and Wellbeing being a regular focus of School Council meetings.

Thank you Team Trenance!

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PSHE Overview

Relationships & Health Education - Policy



Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils. We define sex education as naming parts and the underpants rule- keeping your private parts private. This is taught during the 'Changing Me' Puzzle in the Summer Term in an age appropriate manner for our infant pupils. The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Term	Piece Number and Name	Learning Intentions 'Pupils will be able to.....'
EYFS	Piece 3: Growing Up	D4: seek out others to share experiences. Show affection and concern for people who are special to them D6: explain own knowledge and understanding, and ask appropriate questions of others ELG: show sensitivity to others' needs and feelings
Year 1	Piece 4: Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
Year 2	Piece 4: Boys' and Girls' Bodies	Respect my body and understand which parts are private Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of the body are private. Tell you what I like about being me.

Parents Right to Withdraw

From September 2020, parents and carers will not be able to withdraw their children from Relationships Education. This is because it is important that all children receive the content, covering topics such as friendships and how to stay safe. Parents and carers have the right to withdraw their child from Sex Education that falls outside of National Curriculum Science. The head teacher must grant this request.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work collaboratively with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

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PSHE Overview

Relationships & Health Education - Policy

Safe and effective practise

RHE will be taught in line with our Teaching and Learning policy, using a range of teaching strategies to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Safeguarding

All adults in the school are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. Disclosures should be reported to the safeguarding officer and all concerns should be logged on 'My Concern.'

Monitoring, reporting and evaluation

The Headteacher and RHE subject leader will monitor delivery of the subject through observation and discussion with teaching staff to ensure consistent and coherent provision. Evaluation will be based on:

Teacher evaluation of the content and learning processes

Learning walks and monitoring of the RHE class journal and wellbeing diet for each class.

Regular staff meetings to review and share ideas.

Pupil voice will be influential in adapting and amending planned learning activities. School Council in Foundation Stage and Key Stage 1 will report on issues arising.

Relationships and Health policy review date

This policy will be reviewed in September 2021 by the Relationships and Health Education leader.