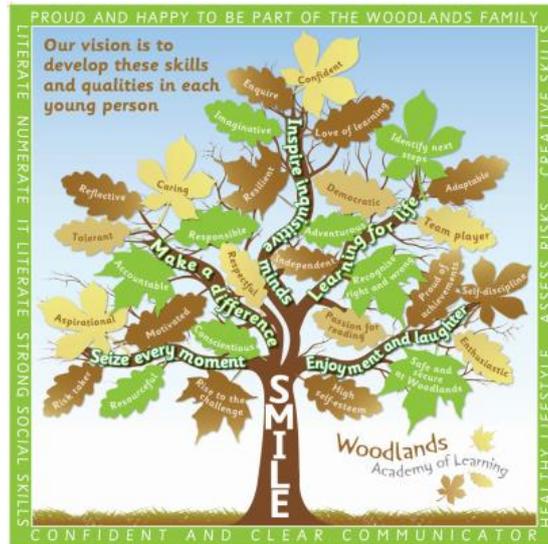




Jigsaw in Action at Woodlands Academy of Learning

Created by R Pottle



Intent:

“The reason for pupils’ excellent academic achievement is their equally successful personal development. Very good behaviour and very positive attitudes provide an ideal basis for learning. This is the result of teachers’ skilful encouragement of self-discipline and their provision of stimulating lessons.” (Ofsted report, February 2008)

At Woodlands Academy of Learning we believe that pupils with improved health and well-being can achieve better academically, which in turn leads to greater success. We aim to foster quality relationships through mutual respect, support and the opportunity to voice opinions. We believe it is important to create a collaborative, inclusive and industrious learning environment for our children to flourish in.

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from Nursery to Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Jigsaw brings together PSHE Education, our smile tree, 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 at the same time and finish at the same time. Leading to us celebrating what we have learnt each half to during a celebration assembly. There is also a Celebration within class that highlights a theme from that week’s lesson across the school, and encourages children to reflect what they have learnt in their behaviour and attitudes. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core British Values; democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Implementation:

Jigsaw is structured into 6 half-termly Puzzles (units) with the whole school studying the same Puzzle at the same time.

The Puzzles are sequential and developmental from September to July.

Term	Puzzle Name	Content overview
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 (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, 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 in Relationship Education
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Key Concepts

- Develop resilience, self-confidence and high self-esteem.
- Become team workers who can think creatively and critically and successfully manage situations that involve potential risk conflict or anxiety.

- Learn about rights and responsibilities and to appreciate what it means to be a citizen in a diverse society.
- Develop wellbeing and become an active, healthy and responsible members of society.
- Develop a strong work ethic and a passion for learning that makes the most of their abilities.
- Access information about keeping healthy and safe - emotionally, mentally and physically.
- Develop positive relationships and respect the differences between people.
- Have a rich subject specific vocabulary.

Core learning in skills and knowledge

Aspect:	Being Me In My World
Nursery	To be able to self- identify by talking about how they are unique, identifying similarities and differences in relation to family and friends. To be aware of own feelings, such as sad, happy, cross, scared, worried, and begin to name and describe how these feelings can be expressed.
Reception	To be able to self- identify and understanding their rights and responsibilities. To be able to talk about how they and others show feelings. They show sensitivity to others' needs and feelings and form positive relationships with others.
Y1	To be able to feel special and safe whilst part of the class. To understand theirs and others rights and responsibilities.
Y2	To be able to value others contributions and understands one another's feelings to create a safe and fair learning environment.
Y3	To be able to understand rules, rights and responsibilities whilst being able to recognise and accept others perspectives.
Y4	To be able to explain rights, responsibilities and democracy whilst working together to make group decisions.
Y5	To be an active member of the class democracy using their voice and participating effectively and understanding how their behaviour may affect the group.
Y6	To be able to explain what it means to be a global citizen whilst understanding children's universal rights.

Aspect:	Celebrating difference
Nursery	To be able to identify talents and make new friends. To discuss who are families are and where we live
Reception	To be able to identify talents and make new friends. To be able to understand and celebrate similarities and differences.
Y1	To recognise that others might think differently to them self and to respect others point of view. To understand bullying and know how to seek help.
Y2	To be able to understand and debate the assumptions and stereotypes about gender and stand up for them self and others.

Y3	To be able to understand families and differences including family conflict and how to deal with this or help others to deal with this.
Y4	To understand tolerance and be able to challenge assumptions people may have, such as judging by appearance. To be able to accept themselves and others by understanding how special and unique everyone is.
Y5	To be able to understand and respect cultural differences and how they can cause conflict which can lead to racism rumours and name-calling.
Y6	To be able to argue the perceptions of normality, understand disabilities and the difference between inclusion and exclusion.

Aspect:	Dreams and Goals
Nursery	To be able to set personal goals and to persevere to achieve these.
Reception	To be able to set personal goals and to persevere to achieve these whilst overcoming obstacles that may hinder this.
Y1	To be able to set goals and identify success and achievement whilst working well and celebrating achievement with a partner.
Y2	To be able to set realistic goals whilst persevering and learning from others.
Y3	To be able to talk about dreams and ambitions whilst discussing the difficult challenges and how to achieve success.
Y4	To be able to set new and realistic dreams and decide how to achieve these goals by having resilience and overcoming any disappointment that they may be faced with.
Y5	To be able to discuss a dream job and how to get there whilst talking about the importance of money. All of this linking to how goals may differ in the different cultures.
Y6	To be able to set personal learning goals both in and outside of school and discuss how some of these goals will be making a difference in the world.

Aspect:	Healthy Me
Nursery	To be able to understand the importance of exercising our bodies by doing physical exercise, eating healthy food and keeping clean.
Reception	To be able to explain the importance of exercising our bodies by doing physical exercise, eating healthy food, keeping clean and how to ensure we remain safe.
Y1	To be able to explain why and how we should choose a healthier life style and ensuring we understand how to keep safe around medicine and household items.
Y2	To be able to understand what motivation and relaxation is whilst developing the knowledge of nutrition and healthy eating.
Y3	To be able to understand food labelling and healthy swaps as well as keeping safe both online and offline.
Y4	To be able to understand what a healthy friendship looks like and what peer pressure is as well as discussing unhealthy life choices.
Y5	To be able to understand unhealthy life choices and analyse their own relationships with food and self-image.

Y6	To be able to explain how substances affect the body. To understand how to manage stress and understand emotional and mental health problems.
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Aspect:	Relationships
Nursery	To be able to understand relationships and family life as well as breaking friendships and falling out.
Reception	To be able to understand relationships and family life as well as breaking friendships and falling out. Children to know how to be a good friend and begin to explore the term bullying.
Y1	To be able to make friends explain how to be a good friend as well as being a good friend to themselves and celebrating special relationships.
Y2	To be able to understand and explain different physical contact boundaries, different families and how to trust and appreciate one another.
Y3	To be aware that other children may have a different life style and how their own choices may affect others.
Y4	To be able to show an appreciation of people and animals as well as understanding and expressing love and loss through memories of loved ones.
Y5	To be able to understand self- recognition and self-worth whilst being able to build self- esteem. To understand the dangers of being online and how to keep themselves safe on the internet.
Y6	To be able to identify mental health worries and sources of support allowing them to manage their feelings linking to love, loss, power and control.

Aspect:	Changing Me
Nursery	To be able to name parts of the body and what it means to grow up.
Reception	To be able to name parts of the body and what it means to grow up including growth, change and healthy choices.
Y1	To be able to name the differences between males and female bodies using the correct terminology and understand how we have changed since a baby (crawling to walking), as well as coping with change and transitions in life (changing classes or moving school).
Y2	To be able to explain what happens when you grow from young to old and how to prepare for transitions as well as increasing independence.
Y3	To be able to understand a baby's needs and how babies grow as well understanding family difference.
Y4	To be able to understand that some of my personal characteristics have come from birth parents (hair, eye colour) and understanding that feeling can arise from change and learning how to cope with these.
Y5	To be able to understand that we are unique and what changes occur during puberty for both males and female as well as being aware of their own self-image.
Y6	To revisit changes in puberty as well as understanding how it is important to be positive about their self- image and body image.

Curriculum Map Overview

	Autumn		Spring		Summer	
	Six weeks Being me	Six weeks Celebrating differences	Six weeks Dreams and goals	Six weeks Healthy Me	Six weeks Relationships	Six weeks- Changing me
Nurse ry	<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"> -Identifying talents -Being special Families -Where we live -Making friends -Standing up for yourself 	<ul style="list-style-type: none"> -Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals 	<ul style="list-style-type: none"> -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety 	<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"> -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations
Reception	<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"> -Identifying talents -Being special Families -Where we live -Making friends -Standing up for yourself 	<ul style="list-style-type: none"> -Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals 	<ul style="list-style-type: none"> -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety 	<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"> -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations
Y1	<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 Learning Charter 	<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"> -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"> -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"> -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"> -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
Y2	<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 	<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 	<ul style="list-style-type: none"> -Achieving realistic goals -Perseverance -Learning strengths -Learning with others -Group co-operation -Contributing to and sharing success 	<ul style="list-style-type: none"> -Motivation -Healthier choices -Relaxation -Healthy eating and nutrition -Healthier snacks and sharing food 	<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 	<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
Y3	<ul style="list-style-type: none"> -Setting personal goals -Self-identity and worth -Positivity in challenges -Rules, rights and responsibilities -Rewards and consequences -Responsible choices -Seeing things from others' perspectives 	<ul style="list-style-type: none"> -Families and their differences -Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful -Giving and receiving compliments 	<ul style="list-style-type: none"> -Difficult challenges and achieving success -Dreams and ambitions -New challenges -Motivation and enthusiasm -Recognising and trying to overcome obstacles -Evaluating learning processes -Managing feelings -Simple budgeting 	<ul style="list-style-type: none"> -Exercise -Fitness challenges -Food - labelling and healthy swaps - Importance of medication. -Keeping safe and why it's important online and off line -Respect for myself and others -Healthy and safe choices 	<ul style="list-style-type: none"> -Family roles and responsibilities -Friendship and negotiation -Keeping safe online and who to go to for help -Being a global citizen -Being aware of how my choices affect others -Awareness of how other children have different lives -Expressing appreciation for family and friends 	<ul style="list-style-type: none"> -How babies grow -Understanding a baby's needs -Family differences - Stereotypes -Challenging my ideas -Preparing for transition
Y4	<ul style="list-style-type: none"> -Being part of a class team -Being a school citizen 	<ul style="list-style-type: none"> -Challenging assumptions Judging by appearance 	<ul style="list-style-type: none"> -Hopes and dreams -Overcoming disappointment 	<ul style="list-style-type: none"> -Healthier friendships -Group dynamics 	<ul style="list-style-type: none"> -Jealousy Love and loss -Memories of loved ones 	<ul style="list-style-type: none"> -Personal characteristics and being unique.

	<ul style="list-style-type: none"> -Rights, responsibilities and democracy (school council) -Rewards and consequences Group decision-making -Having a voice -What motivates behaviour 	<ul style="list-style-type: none"> -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions 	<ul style="list-style-type: none"> -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes 	<ul style="list-style-type: none"> -Smoking -Alcohol -Assertiveness -Peer pressure -Celebrating inner strength 	<ul style="list-style-type: none"> -Getting on and Falling Out -Showing appreciation to people and animals 	<ul style="list-style-type: none"> -Circle of change. -Change out of my control. -Confidence in change -Accepting change -Environmental change -Preparing for transition
Y5	<ul style="list-style-type: none"> -Planning the forthcoming year -Being a citizen -Rights and responsibilities -Rewards and consequences -How behaviour affects groups -Democracy, having a voice, participating 	<ul style="list-style-type: none"> -Cultural differences and how they can cause conflict -Racism -Rumours and name-calling -Types of bullying -Material wealth and happiness -Enjoying and respecting other cultures 	<ul style="list-style-type: none"> -Future dreams -The importance of money -Jobs and careers -Dream job and how to get there -Goals in different cultures -Supporting others (charity) -Motivation 	<ul style="list-style-type: none"> -Smoking, including vaping -Alcohol -Alcohol and anti-social behaviour -Emergency aid -Body image -Relationships with food -Healthy choices -Motivation and behaviour 	<ul style="list-style-type: none"> -Self-recognition and self-worth -Building self-esteem -Safer online communities -Rights and responsibilities online -Online gaming and gambling -Reducing screen time -Dangers of online grooming -SMARRT internet safety rules 	<ul style="list-style-type: none"> -Self- and body image -Internal and external parts of the body. -Influence of online and media on body image -Puberty for girls -Puberty for boys -Growing responsibility -Coping with change -Preparing for transition
Y6	<ul style="list-style-type: none"> -Identifying goals for the year -Global citizenship -Children's universal rights -Feeling welcome and valued 	<ul style="list-style-type: none"> -Perceptions of normality -Understanding disability -Power struggles -Understanding bullying - Inclusion/exclusion 	<ul style="list-style-type: none"> -Personal learning goals, in and out of school -Success criteria -Emotions in success -Making a difference in the world -Motivation 	<ul style="list-style-type: none"> -Taking personal responsibility -How substances affect the body -Exploitation, including 'county lines' and gang culture 	<ul style="list-style-type: none"> -Mental health -Identifying mental health worries and sources of support -Love and loss Managing feelings -Power and control -Assertiveness -Technology safety 	<ul style="list-style-type: none"> -Self-image -Body image -Puberty and feelings -Reflections about change Boyfriends/girlfriends -Transition

	-Choices, consequences and rewards Group dynamics -Democracy, having a voice -Anti-social behaviour -Role-modelling	-Differences as conflict, difference as celebration -Empathy	-Recognising achievements -Compliments	-Emotional and mental health -Managing stress	-Take responsibility with technology use	
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Report statements

Nursery:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to self- identify by talking about how they are unique, identifying similarities and differences in relation to family and friends. To be aware of own feelings, such as sad, happy, cross, scared, worried, and begin to name and describe how these feelings can be expressed.	
Celebrating difference	To be able to identify talents and make new friends. To discuss who are families are and where we live	
Dreams and Goals	To be able to set personal goals and to persevere to achieve these.	
Healthy Me	To be able to understand the importance of exercising our bodies by doing physical exercise, eating healthy food and keeping clean.	
Relationships	To be able to understand relationships and family life as well as breaking friendships and falling out.	
Changing Me	To be able to understand how to respect their body and what it means to grow up.	
Effort & Enthusiasm		

Reception:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to self- identify and understanding their rights and responsibilities. To be able to talk about how they and others show feelings. They show sensitivity to others' needs and feelings and form positive relationships with others.	
Celebrating difference	To be able to identify talents and make new friends. To be able to understand and celebrate similarities and differences.	
Dreams and Goals	To be able to set personal goals and to persevere to achieve these whilst overcoming obstacles that may hinder this.	
Healthy Me	To be able to explain the importance of exercising our bodies by doing physical exercise, eating healthy food, keeping clean and how to ensure we remain safe.	
Relationships	To be able to understand relationships and family life as well as breaking friendships and falling out. Children to know how to be a good friend and begin to explore the term bullying.	
Changing Me	To be able to understand how to respect their body and what it means to grow up including growth and change.	
Effort & Enthusiasm		

Year 1:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to feel special and safe whilst part of the class. To understand theirs and others rights and responsibilities.	
Celebrating difference	To recognise that others might think differently to them self and to respect others point of view. To understand bullying and know how to seek help.	
Dreams and Goals	To be able to set goals and identify success and achievement whilst working well and celebrating achievement with a partner.	
Healthy Me	To be able to explain why and how we should choose a healthier life style and ensuring we understand how to keep safe around medicine and house hold items.	
Relationships	To be able to make friends explain how to be a good friend as well as being a good friend to themselves and celebrating special relationships.	
Changing Me	To be able to name the differences between males and female bodies using the correct terminology and understand how we have changed since a baby, as well as coping with change and transitions in life.	

Effort & Enthusiasm		
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Year 2:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to value others contributions and understands one another' s feelings to create a safe and fair learning environment.	
Celebrating difference	To be able to understand and debate the assumptions and stereotypes about gender and stand up for them self and others.	
Dreams and Goals	To be able to set realistic goals whilst persevering and learning from others.	
Healthy Me	To be able to understand what motivation and relaxation is whilst developing the knowledge of nutrition and healthy eating.	
Relationships	To be able to understand and explain different physical contact boundaries, different families and how to trust and appreciate one another.	
Changing Me	To be able to explain what happens when you grow from young to old and how to prepare for transitions as well as increasing independence.	
Effort & Enthusiasm		

Year 3:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to understand rules, rights and responsibilities whilst being able to recognise and accept others perspectives.	
Celebrating difference	To be able to understand families and differences including family conflict and how to deal with this or help others to deal with this.	
Dreams and Goals	To be able to talk about dreams and ambitions whilst discussing the difficult challenges and how to achieve success.	
Healthy Me	To be able to understand food labelling and healthy swaps as well as keeping safe both online and offline.	
Relationships	To be aware that other children may have a different life style and how their own choices may affect others.	

Changing Me	To be able to understand a baby's needs and how babies grow as well as understanding how our bodies change both inside and outside.	
Effort & Enthusiasm		

Year 4:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to explain rights, responsibilities and democracy whilst working together to make group decisions.	
Celebrating difference	To understand tolerance and be able to challenge assumptions people may have, such as judging by appearance. To be able to accept themselves and others by understanding how special and unique everyone is.	
Dreams and Goals	To be able to set new and realistic dreams and decide how to achieve these goals by having resilience and overcoming any disappointment that they may be faced with.	
Healthy Me	To be able to understand what a healthy friendship looks like and what peer pressure is as well as discussing unhealthy life choices.	
Relationships	To be able to show an appreciation of people and animals as well as understanding and expressing love and loss through memories of loved ones.	
Changing Me	To be able to understand that we are unique and how to accept change and be confident with changes that may occur.	
Effort & Enthusiasm		

Year 5:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be an active member of the class democracy using their voice and participating effectively and understanding how their behaviour may affect the group.	
Celebrating difference	To be able to understand and respect cultural differences and how they can cause conflict which can lead to racism, rumours and name-calling.	
Dreams and Goals	To be able to discuss a dream job and how to get there whilst talking about the importance of money. All of this linking to how goals may differ in the different cultures.	
Healthy Me	To be able to understand unhealthy life choices and analyse their own relationships with food and self-image.	

Relationships	To be able to understand self- recognition and self-worth whilst being able to build self-esteem. To understand the dangers of being online and how to keep themselves safe on the internet.	
Changing Me	To be able to understand what changes occur during puberty, how self and body images will change over time and how to cope with this.	
Effort & Enthusiasm		

Year 6:

ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Being me in my world	To be able to explain what it means to be a global citizen whilst understanding children' s universal rights.	
Celebrating difference	To be able to argue the perceptions of normality, understand disabilities and the difference between inclusion and exclusion.	
Dreams and Goals	To be able to set personal learning goals both in and outside of school and discuss how some of these goals will be making a difference in the world.	
Healthy Me	To be able to explain how substances affect the body. To understand how to manage stress and understand emotional and mental health problems.	
Relationships	To be able to identify mental health worries and sources of support allowing them to manage their feelings linking to love, loss, power and control.	
Changing Me	To understand how it is important it is to be positive about their self- image and body image and what changes occur during puberty and preparing for that to happen.	
Effort & Enthusiasm		

Key Subject Specific Vocabulary

Nursery	<p>Being me in my world: Favourite, families, homes, listening, attention, like, toy, together, happy, sad, feelings, OK, smile, refuses, mess, picking it up, kindness, hit, upset, hurt, angry, annoying, gentle hands, precious, responsible, breaks.</p> <p>Celebrating differences: Good, same, different, OK, comfortable, special, unique, similar, friends, family, houses, horrible, unkind, facial expressions, fix it, stop.</p>
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	<p>Dreams and goals: Feel, easy, similar, not giving up, difficult, overcome, working together, challenges, achieve, sort out, problems, tricky, practice, goal, negative, nice, good, kind, future, jobs, achieved, achievements.</p> <p>Healthy me: Head, shoulders, knees, toes, heart, slowly, relaxed, quickly, exercise, run, jump, skip, instructions, calf, thigh, feel, warmer, breathing, moving, exercising, good decisions, healthy, not so healthy, effects your body, dreams, good night sleep, repair, wake up, yawn, stretch, filthy, wash hands, clean, proud, stranger, safe, no and don't go.</p> <p>Relationship: Work together, family, friends, home, setting, sad, lonely, relationship, good friend, heart, feel, feelings, whisper, similarities, sharing, unkind, please don't do that I don't like it, mean, angry, cross, calm, mistakes, working together.</p> <p>Changing me: Body parts, chest, heart, beating, fast, slow, exercise, movement, sport, different sporting activities, good, happy, activity, healthy, happy body, foods, activities, changed, babies, different, grow up, Grown up, plant, changes, seeds, grow, develop, sad, scared, feelings, exciting, worried, fears, friends, fun, feel better, fun, memories.</p>
Reception	<p>Being me in my world: Same, Different, unique, Happy, sad, angry, excited, feelings, kind friends, share, kindness, rights, asking, without asking, take, steal, communication, cross, responsible, responsibilities, safe.</p> <p>Celebrating differences: Favourite, enjoy, good at, different, same, proud, achievements, similar, comfortable, unique, special, families, houses, world, friends, deep breath in and out, alone, lonely, kind friend, unkind, snatch, unkind comments, scenario, feels, fix it, stop, nice.</p> <p>Dreams and goals: Challenge, hard, feelings, feel, tricky, not giving up, hard challenge, problem, giving up, can't do it yet, horrible, nasty words, jobs, achieved.</p> <p>Healthy me: Good decision, guess, photos certificates, exercise, sports, heart, body parts- (less familiar ones wrists, ankles, elbows), healthy foods, sleep, dream, breaths, filthy, wash, soap, water, hands, germs clean.</p> <p>Relationship:</p>

	<p>Family, jobs, look after, friends, kind hands, funny, lonely, friendships, good friend, angry, upset, feelings, falling out, bad words, unkind words, angry, calm down, clenching, releasing fists, deep breaths, walk away.</p> <p>Changing me: Body parts, eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg, healthy, unhealthy, happy, stages in life, changed, baby, emotions, new beginnings, worries, natural, excited, nervous, scared, favourite, memories.</p>
Y1	<p>Being me in my world: Safe, Special, Calm, Belonging, Learning Charter, Rights and Responsibilities, Reward, Proud, Consequences, Upset, Disappointed, Illustration, Consequences</p> <p>Celebrating difference: Similarity/similar, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Difference, Special, Unique</p> <p>Dreams and Goals: Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Celebrate, Stretchy, Challenge, Obstacle, Overcome, Achieve, Success, Celebration, Internal treasure chest</p> <p>Healthy Me: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean, Healthy</p> <p>Relationships: Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings.</p> <p>Changing me: Change, Life cycle, Baby, Adult, Grown up, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, breasts, nipples, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping.</p>
Y2	<p>Being me in my world: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Praise, Reward,</p>

	<p>Consequences, Positive, Negative, Co-operate, Learning Charter, Rights, Responsibilities, Rewards, Consequences, Problem-solving, Choices, Learning Charter, Responsibilities, Rights, Rewards, Consequences, Choices.</p> <p>Celebrating differences: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Differences, Stereotypes, Special, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help, On Purpose, Stand up for, Help, Male, Female, Difference, Diversity, Fairness, Kindness, Friends, Special, Unique, Different, Similarities, Value.</p> <p>Dreams and goals: Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Difficult, Easy, Learning together, Success, Celebrate, Achievement, Goal, Partner, Team work, Product, Dream bird, Group, Team work, Problem-solve, Learning together, success, Dream, Garden</p> <p>Healthy me: Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Balanced diet, Energy, Fuel, Nutritious.</p> <p>Relationship: Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate</p> <p>Changing me: Change, Grow, Life cycle, Control, Touch, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, nipples, breast, Public, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy, Private</p>
Y3	<p>Being me: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter, Challenge, Group dynamics, Team work, Learning Charter, Actions, View point, Ideal school, Belong.</p>

	<p>Celebrating differences: Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Witness, Consequences, Hurtful, Compliment, Unique, Difference, Similarity.</p> <p>Dreams and goals: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decoration, Enterprise, Design, Cooperation, Challenge, Product, Team work, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, 'Solve it together' technique, Solution, Review Learning, Strengths, Self-review, Celebrate, Evaluate.</p> <p>Healthy me: Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness, Energy, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Safe, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice, Risk</p> <p>Relationship: Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation.</p> <p>Changing me: Touch, personal space, comfortable, uncomfortable, family, family types, female, baby, change, parent, responsibilities, nutrients, stereotype, stereotypical, changes, emotions.</p>
Y4	<p>Being me in my world: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job description, School Community, Responsibility, Rights, Responsibilities, Democracy, Reward, Consequence, Democratic, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, Decisions, Choices, UN Convention on Rights of Child, Learning Charter</p> <p>Celebrating differences: Character, Assumption, Judgement, Surprised, Different, Accept, Influence, Appearance, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Characteristics, Physical features, Impression, Changed, Judgement, Assumption, Influence, Accept.</p>

	<p>Dreams and goals: Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive, Attitude, Disappointment, Fears, Hurt, Resilience, Positive experiences, Goals, Plans, Cope, Self-belief, Motivation, Commitment, Team work, Enterprise, Design, Cooperation, Positive attitude, Review, Learning, Strengths, Success, Celebrate, Evaluate.</p> <p>Healthy me: Friendships, Emotions, Healthy, Relationships, Friendship groups, Value, Friendship groups, Roles, Leader, Follower, Assertive, Agree / disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p> <p>Relationship: Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hopelessness, Relief, Acceptance, Depression, Souvenir, Memento, Memorial, Memories, Special, Remember, Friendships, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Boyfriend, Girlfriend, Attraction, Pressure, Personal, Comfortable, Special, Love, Appreciation, Symbol, Care.</p> <p>Changing me: Control, Change, Acceptance, Looking forward, Range of emotions – (Peaceful, Happy, Sad, Nervous, Proud, Excited, Anxious, Shy, Grumpy, Accepting, Apprehensive, Worried, Scared, Empty), Characteristics, genes, family, relationships, feelings.</p>
Y5	<p>Being me in my world: Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Responsibilities, Prejudice, Privilege, Deprive, Rewards, Consequences, Choices, Learning Charter, Rewards, Cooperation, Collaboration, Learning Charter, Participation, Motivation, Rights</p> <p>Celebrating differences: Culture, Conflict, Difference, Similarity, Belong, Culture wheel, Colour, Race, Discrimination, Culture, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber, Texting, Problem-solving, Indirect, Direct, Cyber bullying, Texting, Happiness, Difference, Similarity, Continuum, Developing world, Racism, Direct and indirect bullying, Culture, Celebration, Artefacts, Display, Presentation</p> <p>Dreams and goals: Dream, Hope, Goal, Feeling, Achievement, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Dream, Hope, Job, Career, Goal, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Sponsorship, Team work, Cooperation, Difference</p>

	<p>Healthy me: Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Choices, Healthy lifestyle, Motivation.</p> <p>Relationship: Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Rights, Risky, Age-limit, Community, Violence, Appropriate, Grooming, Trolled, Gambling/ betting, Trustworthy, Devices, Screen time, Social, Mental health, Physical health, Personal information, Safe, Choices, Vulnerable, Risk.</p> <p>Changing me: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, airbrushing, extreme dieting, celebrities, penis, testicles, vagina, family, healthy, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Facial hair, Growth spurt, Hormones, Relationships, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</p>
Y6	<p>Being me in my world: Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Choice, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p> <p>Celebrating differences: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender, diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict.</p> <p>Dreams and goals: Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Achievement, Success, Criteria, Learning steps, Feeling, Money, Global, Issue, Suffering, Concern, Money, Sponsorship, Suffering, Empathy, Motivation, Money, Hardship, Empathy, Motivation, Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition.</p>

	<p>Healthy me: Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Volatile substances, 'Legal highs', Exploited, Vulnerable, Drugs, Criminal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Illegal, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p> <p>Relationship: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Stress, Anxiety, Warning, Support, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping, strategies, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety.</p> <p>Changing me: Self-image, Self-esteem, Real self, Celebrity, Opportunities, peer pressure, Responsibilities, Puberty vocabulary as represented on the flash cards (Pubic Hair, Voice Breaks, Menstruation, Semen, Growing, Taller, Hips Widen, Facial Hair, Erection, Tampon, Breasts, Hormones, Changing Me, Ovulation, Sanitary Towel, Clitoris, Testicles, Sperm, Underarm Hair, Penis, Feeling Moody, Vagina, Womb, Fallopian Tube, Vulva), Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement, transition into secondary school, excited, worries.</p>
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Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, jigsaw characters, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it

verbally (“5, 4, 3, 2, 1, boards up.” Teacher scans the responses provided. “Can someone tell me...?”)

- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate (“I noticed a few people saying... Can anyone explain why this cannot be true?”).
- Teachers will plan for some ‘open’ questions in every lesson.
- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.
- Knowledge organisers will be provided to support vocabulary acquisition.

SEND adjustments:

Subject: PSHE - Jigsaw



Universal strategies and approaches (Band 0)

Chime time every lesson- Every year group has a chime.
Teaching weekly- half term topic same in every year group.
Every year group has jigsaw character- talking character.
Every year group has Jerrie Cat- allows time for pause.
Jigsaw display shows progress of learning throughout year groups (to be updated once a half term)- creates a love of learning displaying work.
Self-regulation station in every year group- age appropriate calm me strategies.
Wellbeing group- interventions for children who may need more time to discuss emotions.
Adult check ins
Peer support
Talk partners

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<p>Same topics repeated through each year group (recaps on key learning from previous years):</p> <ul style="list-style-type: none"> -Being me in my world -Celebrating differences -Dreams and goals -healthy me -relationships -changing me <p>Labs challenges in reception linked to jigsaw learning.</p>	<p>Key vocab discussed. Partner talk. Jigsaw Jack- opportunity to listen, opportunity to talk. Right to pass- not have to give opinion if not comfortable. Use of songs. Circle times Class discussions Sentence stems Pre-teach Vocab Partner talk</p>	<p>Calm me time. Opportunity to pass. Partner talk. Classroom rules. Lessons discuss emotions- focus on mental health provide children with ways to cope with changes. Circle time during lessons. Check in check out. Certificates given in early years.</p>	<p>Calm me time. Pause time. Practical lessons. Time to talk. Practical tasks in labs challenges (reception)</p>

Reasonable Adjustments (LA and Environmental SEND) (Band 1)

Unconditional positive regard
 Conditional and unconditional positive feedback
 Identify and respond to preferred learning styles
 Planned small group intervention – anxiety, emotional regulation, pragmatics, self-esteem
 Emotion coaching
 Regular planned rest breaks
 Personalised approach to rewards/motivation
 TA Support children who need support to listen attentively.

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<p>Inclusion within class group. Group is supported by an adult.</p>	<p>Pre teach Vocab My turn your turn Adult support in group discussion</p>	<p>Planned small group intervention – anxiety, emotional regulation, pragmatics, self-esteem Emotion coaching Praise and encouragement Given according to individual needs.</p>	<p>Regular planned rest breaks</p>

SEND School Based Support (Band 2-3)

Children who are continually passing (right to pass) during Jigsaw talking time-interventions would be needed.

<p>Children who do not do well socially talking to partners- ensure they get the opportunity to speak to you 1-1. Emotion Coaching ELSA Peer mentoring/buddy Social stories Nurture group/nurture based interventions Planned lunch/break activities Planned activities to support transitions</p>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
		Emotion Coaching ELSA Peer mentoring/buddy Social stories Nurture group/nurture based interventions Planned lunch/break activities Planned activities to support transitions	
SEND EHCP (Band 4)			
<p>Social stories Nurture group/nurture based interventions Planned lunch/break activities Planned activities to support transitions Therapeutic approaches, such as cognitive behavioural interventions, solution focussed approaches, person construct approaches, narrative approaches and play therapy 1-1 adult support Intense modelling.</p>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
		Social stories Nurture group/nurture based interventions Planned lunch/break activities Planned activities to support transitions Therapeutic approaches, such as cognitive behavioural	

		interventions, solution focussed approaches, person construct approaches, narrative approaches and play therapy Routine-personalised timetable.	
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Impact:

PSHE is taught across the school from Nursery to Year 6 on a weekly basis and as a school, each topic will be revisited throughout all the year groups recapping and developing on children's knowledge. Children will also share their learning in assemblies which will allow the other year group recap on what they learnt in previous years or learn from other year groups.

Throughout the topics there are lessons which will be great opportunities for teachers to assess children learning. Children have floor books from nursery to year 2 and have textbooks from year 3 to year 6. Most of the lessons in EYFS and KS1 are practical so floor books are provided for pictures and children to voice their opinions. Each lesson the children will self-assess by putting their thumbs up, sideways or down. For children in the year groups 3-6 they will complete their work in their book and have an assessment page for each piece of work- these are provided on the jigsaw planning. If lesson is practical lesson teachers have an evidence book in which children/ teacher can evidence the lesson. Teachers are not expected to mark books as these books are to be personal for the child. However, teachers are expected to monitor for standards and an overview of pupil comments. There is one assessment piece per half term which teachers may wish to leave a comment on.

At the end of each piece for each half term (e.g. piece 1, being me in my world) teachers will complete the assessment grid seen below. The teachers will list which children are greater depth and which children are working towards. If a child is not listed that means that the child is working at expected. After this has been completed the percentage of children who are working at expected, greater depth and working towards will be worked out which will allow us to know the strengths and areas for development for this PSHE which will enable us to work on developing areas next year.

On these assessment grids teachers are also expected to annotate the jigsaw planning to best suit the children needs.

Piece 1	Completed and annotated:	Piece 2	Completed and annotated:	Piece 3	Completed and annotated:	Piece 4	Completed and annotated:	Piece 5	Completed and annotated:	Piece 6	Completed and annotated:
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Jigsaw charter											
Connect us		Connect us		Connect us		Connect us		Connect us		Connect us	
Calm me		Calm me		Calm me		Calm me		Calm me		Calm me	
Open my mind		Open my mind		Open my mind		Open my mind		Open my mind		Open my mind	
Tell me show me		Tell me show me		Tell me show me		Tell me show me		Tell me show me		Tell me show me	
Let me learn		Let me learn		Let me learn		Let me learn		Let me learn		Let me learn	
Help me refle ct		Help me refle ct		Help me refle ct		Help me refle ct		Help me refle ct		Help me refle ct	
GD:	Below ARE:										

Progress in PSHE will then be reported to parents at the end of the academic year in each child’s School Report against the key aspects- these are found above under the heading ‘report statements’.

Appendix

Jigsaw- the mindful approach to PSHE.