










# HAZEL LEYS ACADEMY CURRICULUM INTENT

|                 |  |
|-----------------|--|
| VALUES          |     |
| INTENT          | <p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to <b>ignite</b> the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to <b>aspire</b> to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can <b>achieve</b> anything they set their minds to and become exceptional contributors to their communities. Together, we can <b>ignite, aspire, and achieve</b> amazing things!</p> <ul style="list-style-type: none"> <li>• <b>Ignite.</b> We ignite passions.</li> <li>• <b>Aspire.</b> We inspire aspirations.</li> <li>• <b>Achieve.</b> We achieve greatness.</li> </ul> <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> <li>• Knowledge is <b>valued</b> and <b>specified</b></li> <li>• Knowledge is <b>well-sequenced</b></li> <li>• Knowledge is <b>taught to be remembered</b></li> </ul> <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Teach Computing, Jigsaw and Primary Languages.</p>    |
| SKILLS FOR LIFE | <p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Problem Solving</li> <li>4. Creativity</li> <li>5. Staying Positive</li> <li>6. Aiming High</li> <li>7. Leadership</li> <li>8. Teamwork</li> </ol>   |

## OVERVIEW

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw provides a comprehensive PSHE/RSE programme which covers all the requirements of the government guidance and outcomes. The Relationships and Health Me Puzzles (units) are enhanced, revisited and built throughout the Jigsaw Programme.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental and emotional literacy throughout and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.

## INTENT

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

Every Jigsaw lesson from Early Years to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group (see map attached).

Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Hazel Leys Academy, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

## IMPLEMENTATION

Jigsaw brings together Personal, Social, Health Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning.

A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, thus getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Jigsaw, is a progressive and spiral scheme of learning, carried out throughout the whole of the school. The progression Checker shows clear progression through all year groups on all units of work. Planning ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year.

## IMPACT

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Interviewing the pupils about their learning (pupil voice).
- Monitoring, carried out by the subject leader
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Class displays for PSHE of children's work and the current unit of work.
- Through their PSHE learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's personal, social, emotional, health together with the spiritual, moral and cultural similarities and difference.

**Year Key Learning Sequence**

**PSHE Focus and Connections**

EYFS

Y1

Y2

Y3

Y4

Y5

Y6

Being in my world  
Celebrating Difference  
Dreams and Goals  
Healthy Me  
Relationships  
Changing Me

Hazel Leys Academy – PSHE Long Term Plan (Jigsaw)

| Term     | Theme                  | EYFS   | Y1   | Y2  | Y3  | Y4   | Y5  | Y6   |
|----------|------------------------|--|--|---|---|--|---|--|
| Autumn 1 | Being in my world      | <ul style="list-style-type: none"> <li>Who...Me?</li> <li>How am I Feeling Today?</li> <li>Being at Nursery/School</li> <li>Gentle Hands</li> <li>Our Rights</li> <li>Our Responsibilities</li> <li>Aspirations survey</li> </ul>                            | <ul style="list-style-type: none"> <li>Special and Safe</li> <li>My Class</li> <li>Rights and Responsibilities</li> <li>Rewards and Feeling Proud</li> <li>Consequences</li> <li>Owning our Learning Charter</li> <li>Aspirations survey</li> </ul>                    | <ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and Responsibilities</li> <li>Rewards and consequences</li> <li>Our learning charter</li> <li>Owning our learning charter</li> <li>Aspirations survey</li> </ul>                    | <ul style="list-style-type: none"> <li>Getting to know each other</li> <li>Our nightmare school</li> <li>Our dream school</li> <li>Rewards and consequences</li> <li>Our learning charter</li> <li>Owning our learning charter</li> <li>Aspirations survey</li> </ul> | <ul style="list-style-type: none"> <li>Becoming a class team</li> <li>Being a citizen in school</li> <li>Rights, Responsibilities and democracy</li> <li>Rewards and consequences</li> <li>Our learning charter</li> <li>Owning our learning charter</li> <li>Aspirations survey</li> </ul>                            | <ul style="list-style-type: none"> <li>My year ahead</li> <li>Being me in Britain</li> <li>15 responsibilities and consequences</li> <li>Our learning charter</li> <li>Owning our learning charter</li> <li>Aspirations survey</li> </ul>                 | <ul style="list-style-type: none"> <li>My year ahead</li> <li>Being a global citizen (1 &amp; 2)</li> <li>The Learning charter</li> <li>Consequences</li> <li>Owning our learning charter</li> <li>Aspirations survey</li> </ul> |
| Autumn 2 | Celebrating difference | <ul style="list-style-type: none"> <li>What am I Good At?</li> <li>I'm Special, I'm Me!</li> <li>Families</li> <li>Houses and Homes</li> <li>Making Friends</li> <li>Anti-bullying Week</li> </ul>   | <ul style="list-style-type: none"> <li>The same as ...</li> <li>Different from ...</li> <li>What is bullying?</li> <li>What do I do about bullying?</li> <li>Making new friends</li> <li>Celebrating difference, celebrating me</li> <li>Anti-bullying Week</li> </ul> | <ul style="list-style-type: none"> <li>Boys and girls</li> <li>Why does bullying happen?</li> <li>Standing up for myself and others</li> <li>Making a new friend</li> <li>Celebrating difference and still being friends</li> <li>Anti-bullying Week</li> </ul>         | <ul style="list-style-type: none"> <li>Families</li> <li>Family conflict</li> <li>Witness and feelings</li> <li>Witness and solutions</li> <li>Words that harm</li> <li>Celebrating difference: compliments</li> <li>Anti-bullying Week</li> </ul>                    | <ul style="list-style-type: none"> <li>Judging by appearances</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem solving</li> <li>Special me</li> <li>Celebrating difference: how we look</li> <li>Anti-bullying week</li> </ul>   | <ul style="list-style-type: none"> <li>Different cultures</li> <li>Racism</li> <li>Rumours and name calling</li> <li>Types of bullying</li> <li>Does money matter</li> <li>Celebrating difference across the world</li> <li>Anti-bullying week</li> </ul> | <ul style="list-style-type: none"> <li>Am I normal?</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Why bully?</li> <li>Celebrating difference</li> <li>Anti-bullying week</li> </ul>                        |
| Spring 1 | Dreams and goals       | <ul style="list-style-type: none"> <li>Challenge</li> <li>Never Giving Up</li> <li>Setting a Goal</li> <li>Obstacles and Support</li> <li>Fight to the Future</li> <li>Award Ceremony</li> <li>CMHA Week</li> </ul>  | <ul style="list-style-type: none"> <li>My treasure chest of success</li> <li>Steps and goals</li> <li>Achieving together</li> <li>Stretchy learning</li> <li>Overcoming obstacles</li> <li>Celebrating my success</li> <li>CMHA Week</li> </ul>                        | <ul style="list-style-type: none"> <li>Goals to success</li> <li>My learning strengths</li> <li>Learning with others</li> <li>A group challenge</li> <li>Celebrating our achievement</li> <li>CMHA Week</li> </ul>  | <ul style="list-style-type: none"> <li>Dreams and goals</li> <li>My dreams and ambitions</li> <li>A new challenge</li> <li>Our new challenge</li> <li>Overcoming obstacles</li> <li>Celebrating my learning</li> <li>CMHA Week</li> </ul>                             | <ul style="list-style-type: none"> <li>When I grow up</li> <li>Investigate jobs and careers</li> <li>My dream job. Why I want it and the steps to get there</li> <li>Dreams and goals of young people in other cultures</li> <li>How we can support each other</li> <li>Rallying support</li> <li>CMHA Week</li> </ul> | <ul style="list-style-type: none"> <li>Personal learning goals</li> <li>Steps to success</li> <li>My dream for the world</li> <li>Helping to make a difference</li> <li>Recognising our achievements</li> <li>CMHA Week</li> </ul>                        |  |
| Spring 2 | Healthy me             | <ul style="list-style-type: none"> <li>Everybody's Body</li> </ul>   | <ul style="list-style-type: none"> <li>Being healthy</li> </ul>  | <ul style="list-style-type: none"> <li>Being healthy</li> </ul>   | <ul style="list-style-type: none"> <li>Being fit and healthy</li> </ul>   | <ul style="list-style-type: none"> <li>My friends and me</li> </ul>  | <ul style="list-style-type: none"> <li>Smoking</li> </ul>   | <ul style="list-style-type: none"> <li>Food</li> </ul>   |
|          |                        | <ul style="list-style-type: none"> <li>We Like to Move it, Move it!</li> <li>Food Glorious Food</li> <li>Sweet Dream</li> <li>Keeping Clean</li> <li>Stranger Danger</li> </ul>  | <ul style="list-style-type: none"> <li>Healthy choices</li> <li>Clean and healthy</li> <li>Medicine safety</li> <li>Road safety</li> <li>Happy healthy me</li> </ul>   | <ul style="list-style-type: none"> <li>Being relaxed</li> <li>Medicine safety</li> <li>Healthy eating</li> <li>The healthy me café</li> </ul>   | <ul style="list-style-type: none"> <li>What do I know about drugs?</li> <li>Being safe</li> <li>Being safe at home</li> <li>My amazing body</li> </ul>  | <ul style="list-style-type: none"> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Healthy friendships</li> <li>Celebrating my inner strength and assertiveness</li> </ul>   | <ul style="list-style-type: none"> <li>Alcohol</li> <li>Emergency Aid</li> <li>Body image</li> <li>My relationship with food</li> <li>Healthy me</li> </ul>   | <ul style="list-style-type: none"> <li>Drugs</li> <li>Alcohol</li> <li>Emergency aid</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>  |
| Summer 1 | Relationships          | <ul style="list-style-type: none"> <li>My Family and Me!</li> <li>Make Friends, Make Friends, Never Break Friends (1 &amp; 2)</li> <li>Falling Out and Bullying (1 &amp; 2)</li> <li>Being the Best Friend We Can Be</li> <li>Walk to School Week</li> </ul> | <ul style="list-style-type: none"> <li>Families</li> <li>Making Friends</li> <li>Greetings</li> <li>People who help us</li> <li>Being my own best friend</li> <li>Celebrating my special relationships</li> <li>Walk to School Week</li> </ul>                         | <ul style="list-style-type: none"> <li>Families</li> <li>Keeping safe – exploring physical contact</li> <li>Friends and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Celebrating my special relationships</li> <li>Walk to School Week</li> </ul> | <ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship</li> <li>Keeping myself safe</li> <li>Being a global citizen (1 &amp; 2)</li> <li>Celebrating my web of relationships</li> <li>Walk to School Week</li> </ul>            | <ul style="list-style-type: none"> <li>Relationship web</li> <li>Love and loss</li> <li>Memories</li> <li>Are animals special?</li> <li>Special pets</li> <li>Celebrating my relationships with people and animals</li> <li>Walk to School Week</li> </ul>   | <ul style="list-style-type: none"> <li>Recognising me</li> <li>Getting on and falling out</li> <li>Girlfriends and boyfriends</li> <li>Relationships and technology</li> <li>Walk to School Week</li> </ul>   | <ul style="list-style-type: none"> <li>My relationship web</li> <li>Love and Loss</li> <li>Power and Control</li> <li>Being safe with technology</li> <li>Walk to School Week</li> </ul>   |
| Summer 2 | Changing me            | <ul style="list-style-type: none"> <li>My Body</li> <li>Respecting My Body</li> <li>Respecting My Body</li> <li>Growing Up</li> <li>Growth and Change</li> <li>Fun and Fears</li> <li>Celebration</li> </ul>   | <ul style="list-style-type: none"> <li>Life cycles</li> <li>Changing me</li> <li>My changing body</li> <li>Boys and girls bodies</li> <li>Learning and growing</li> <li>Coping with changes</li> </ul>   | <ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>The changing me</li> <li>Boys and girls bodies</li> <li>Assertiveness</li> <li>Looking ahead</li> </ul>  | <ul style="list-style-type: none"> <li>How babies grow</li> <li>Babies</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Looking ahead</li> </ul>   | <ul style="list-style-type: none"> <li>Unique me</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Circles of change</li> <li>Accepting changes</li> <li>Looking ahead</li> </ul>   | <ul style="list-style-type: none"> <li>Self and body image</li> <li>Puberty in girls</li> <li>Puberty for boys</li> <li>Conception</li> <li>Looking ahead</li> <li>Looking ahead to Y6</li> </ul>   | <ul style="list-style-type: none"> <li>Self and body image</li> <li>Puberty</li> <li>Girl talk/Boy talk</li> <li>Babies – conception to birth</li> <li>Attraction</li> <li>Transition to Secondary school</li> </ul>             |

**SEND – Strategies for supporting access**

- Break down learning – now/then
- Adult support – start off then independent (where possible)
- Images to support

**Enrichment**

- Assemblies
- Visitors
- Whole school events

- Specific simple instructions
- Differentiation – scaffold
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Immersive Reader
- Definitions – revisit

- Charity events

## SUBJECT LEADERSHIP AND DEVELOPMENT

### Strengths

- Staff knowledge of their curriculum – progression and sequence
- Links across the curriculum
- Whole school mindful approach
- Links to whole school ethos and values
- Links to British Values

### Areas to Develop

- Develop use of knowledge organisers and quizzes
- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- Develop exemplification folders

### Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Connections – CTs discussions – Books/pupil voice
- T3 Focus – SL discussions with CTs – Book monitoring

### CPD

- Jigsaw PSHE/RSE Whole staff training