



HAZEL LEYS ACADEMY CURRICULUM INTENT

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| 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 ignite 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 aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <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"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork  |

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

EYFS

Y1

Y2

Y3

Y4

Y5

Y6

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

PSHE Focus and Connections

PSHE Knowledge Content Snapshot Overview

| Age group | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|------------|--|--|--|--|--|---|
| Ages 3-5 | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying roles Being special Families Where we live Making friends Standing up for yourself | Challenges Persistence Achieving and setting goals Overcoming obstacles Setting rules Jobs | Exercise and fitness Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Healthy friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Puberty and teens Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Needs and feeling proud Compassion Owning the learning starter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and taking on responsibility with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthy lifestyle choices Keen to learn Being safe Infectious safety/ safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend People who help us Qualities of a friend and person Self-acceptance/being proud of myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes when being a baby Differences between female and male bodies Learned terminology Linking growing and learning Coping with change Transition |
| Ages 6-7 | Respect and learn for the self Rights and responsibilities Responsibility and consequences Safe and fair learning environment Making contributions Choices Recognising feelings | Acceptance and respect for gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and respecting friends Resolving conflicts | Achieving realistic goals Physical ability to achieve goals Persistence and courage Learning with others Strategies to achieve Contributing to and sharing ideas | Participate in healthy choices Healthy eating and nutrition Safety in the home Safety out and about Medicine | Different types of family Physical contact Sexualities Friendship and conflict Growth Trust and appreciation Expressing appreciation for special relationships | Life cycles to mature Growing from young to old Increased independence Learned terminology Awareness Preparing for transition |
| Ages 7-8 | Understanding self-identity and worth Feeling in challenges Rights, rights and responsibilities Responsible choices Being things from others' perspectives | Families and their differences Family conflict and how to resolve it Understanding bullying Willingness to help one another Recognising how words can be harmful Being and receiving compliments | Difficult challenges and achieving success Dreams and ambitions Health and fitness Resilience Recognising and taking to overcome obstacles Overcoming learning Resilience Contributing to the community Managing feelings Empathy | Exercise Food/eating and healthy living Infectious diseases Keeping safe Online and off line Respect for myself and others Healthy and safe choices Outdoors Water safety Asking for help | Family roles and responsibilities Friendship and conflict Resilience Keeping safe online and who to go to for help Medicine Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends | How bodies grow Outside body changes Menstruation Family stereotypes Challenging my ideas Preparing for transition |
| Ages 8-9 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Respects and consequences Group decision making Having a voice Anti-bullying behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influence Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Decision making Disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating and building Resilience Positive attitudes | Healthy friendships Peer influence Risky safety Staying safe with friends Online safety Alcohol and vaping Aspiration Peer pressure Celebrating inner strength | Justice Love and loss Memories of loved ones Getting on and Falling Out Online safety Bullying Showing appreciation to people and animals | Being unique Self and identity Being part of a family Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | Planning the year ahead Being a citizen Rights and responsibilities Respects and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Respect Respect and responsibility Types of bullying Inclusive wealth and happiness Empathy and respecting other cultures | Future dreams Spending, saving and value of money Jobs and careers Dreams and how to get there Goals in different cultures Supporting others Self-identity Motivation | Smoking/tobacco/vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Hygiene and behaviour | Self-identity and self-worth Building self-esteem Other online comments Rights and responsibilities online Online gaming and risks Designs of online grooming Internet safety rules | Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including egg) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | Identifying goals for the year Oral challenge Online content and risks Feeling unique and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Resilience | Personas of celebrity Understanding bullying Group dynamics Understanding bullying Inclusiveness Differences in useful differences in useful Self-identity Empathy | Personal learning goals, in and out of school Success criteria Making progress Making a difference in the world Education Resilience Ambitions Compliments | Taking personal responsibility Identifying mental health issues and how to support the body Prohibition including "party" and group culture Sexual and consent Technology safety Managing stress | Mental health Health issues and how to support Trust and care Managing feelings Power and control Asset finance Technology safety Data responsibility with technology use | Self-image Body image Puberty and feelings Consent in sex Batteries about change Physical attraction Respect and consent Bullying/abuse/friends Sailing Transition |

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

CPD

- Jigsaw PSHE/RSE Whole staff training