



HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	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. 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! • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. The principles of our knowledge-rich curriculum are: • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered 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 Purple Mash for Computing, Jigsaw for PSHE/RSE and RE and Primary Languages.   
SKILLS FOR LIFE	The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects: 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	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

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 talents Being respectful Feelings Where we live Making friends Standing up for yourself	Challenges Personal goals Achieving and setting goals Overcoming obstacles Seeing role models Jokes	Exercise and health Personal safety Healthy food Sleep Keeping clean Safety	Family life Friendships Brooking friendships Faking out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning chapter	Similarities and differences Understanding bullying 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 understanding achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthy lifestyle choices Keep it clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities of a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes when being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Happy and learn for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Making workbooks Choices Recognising feelings	Acceptance and respect about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and overcoming fears	Achieving real life goals Setting goals to achieve goals Personal and group goals Learning with others Group cohesiveness Contributing to and sharing actions	Personal health choices Healthy eating and nutrition Safety in the home Safety on and about roads Medicine	Different types of family Physical contact boundaries Friendship and conflict Safety Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Personal hygiene Female and male bodies (correct terminology) Awareness Preparing for transition
Ages 7-8	Feeling proud and safe Self-identity and worth Picking up challenges Rights, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Similarities and differences Family conflict and how to deal with it Understanding bullying and how to deal with it Recognising how words can be harmful Being and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Personal and group goals Recapitulating and trying to overcome obstacles Enduring learning process Contributing to the community Managing feelings Temper management	Exercise Food (eating) and healthy eating At home, school, drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices Autism Water safety Asking for help	Family roles and responsibilities Friendship and conflict Safety Keeping safe online and who to go to for help Media influence 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 Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice Other students' behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding bullying Understanding bullying Problem-solving Identifying how good and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating work/battle Resilience Positive attitudes	Friendship Personal health choices Healthy eating and nutrition Safety Alcohol and vaping Awareness Peer pressure Celebrating inner strength	Family Love and loss Memories of loved ones Getting and Faking Out Gifts and love Boys' love Showing appreciation to people and animals	Being unique Gifts and puberty 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 Rewards and consequences How behaviour affects groups Democracy: having a voice, participating	Cultural differences and how they can cause conflict Reasons and reasons Types of bullying Inclusive wealth and happiness Sharing and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream jobs and how to get there Goals in different cultures Supporting others Achievement Motivation	Smoking, including vaping Alcohol and anti-social behaviour Emergency and safety Body image Relationships with food Healthy choices Hygiene and behaviour	Self-identity and self-worth Building self-esteem Safe online communications Rights and responsibilities online Online gaming and risks Dangers 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 AID) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling unique and valued Choices, consequences and rewards Group dynamics Democracy: having a voice Anti-social behaviour Risk-modelling	Personal and community Understanding bullying Problem-solving Understanding bullying Understanding bullying Differences in useful differences in useful Empathy	Personal learning goals, in and out of school Success criteria Involvement in sports Linking differences in the world Education Recognising similarities and differences Compliments	Taking personal responsibility Personal health choices Healthy eating and nutrition Safety Alcohol and anti-social behaviour Emergency and safety Body image Relationships with food Healthy choices Hygiene and behaviour	Personal health choices Healthy eating and nutrition Safety Alcohol and anti-social behaviour Emergency and safety Body image Relationships with food Healthy choices Hygiene and behaviour	Self-identity and self-worth Building self-esteem Safe online communications Rights and responsibilities online Online gaming and risks Dangers of online grooming Internet safety rules

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