

<p>Intent</p> <p>With these aspirations, our INTENT for the PSHE curriculum is:</p>	<p>To promote children’s spiritual, moral, social and cultural development (SMSC) through a broad and balanced PSHE curriculum.</p>	<p>To build a PSHE curriculum with an understanding of RSE. This will allow children to develop safe and healthy relationships now and in the future.</p>	<p>To develop children’s self-confidence and self-esteem so they can be active and happy members of the school community now and as citizens in the future.</p>	<p>To provide children with opportunities for gaining cultural capital (either within school or in the local community).</p>	<p>To promote awareness of the protected characteristics and ensure children understand their own roles and responsibilities in.</p>	<p>To contribute to the understanding of and skills pertaining to British values.</p>
<p>Implementation</p>						
<p>Planning</p> <p>Lindfield Primary Academy follows the Jigsaw scheme of work which takes the children on a journey through the six puzzle pieces which make up our whole school curriculum. Jigsaw is a whole-school approach with many layers above and beyond the lesson plans themselves. The aim is to support children to feel a strong sense of belonging and community by taking part in whole-school assemblies, end of Puzzle outcomes, displays and to bring the learning alive through celebrations to make it lived across the school community and in children’s lives outside of school. Jigsaw is a carefully thought-through progressive programme with a full set of attainment descriptors and an assessment process embedded throughout. Each puzzle piece is revisited each year to recap on previous learning and build upon current knowledge. The Jigsaw curriculum promotes awareness of the 9 protected characteristics. It acknowledges the importance of children understanding their own identify and then begin to understand the identify of others in a respectful way.</p>			<p>Recording</p> <p>In EYFS and KS1 children record their work in Learning Journals and on Seesaw. In KS2, children have a Healthy Me book where sequences of learning are recorded.</p>		<p>Assessment</p> <p>PSHE is assessed at the end of each half-termly unit on Sonar which links directly to the objectives used for planning. Teachers use their professional judgement based on both oral and written responses to key enquiry questions. Knowledge retrieval is assessed every session using targeted questioning and / or the use of mini quizzes. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>	
<p>EYFS</p>			<p>SEND</p>			

<p>Our children’s journey in PSHE starts in EYFS, this is reflected in our progression documents and is taught within the Specific Area of Learning ‘Personal, Social and Emotional Development.</p>	<p>Our children with SEND access the PSHE curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad and pre-teaching key vocabulary. Children with more complex SEND will access similar content to their peers but at their own level.</p>	
<p><u>Impact</u></p> <p>Our PSHE curriculum is planned to develop children’s wellbeing and help them grow into active, healthy, responsible and enterprising individuals.</p>	<p>KS1</p> <p>By the end of Key Stage one the children will develop the knowledge to ensure mutually respectful behaviours. They will understand that everyone is different and this should be celebrated. They will know how to be a good friend and how to solve problems respectfully. They will develop their knowledge of how to express their views in a safe environment and be respectful of others. They will understand their role and responsibility in creating a positive learning environment and understand the consequences of their actions. They will develop an understanding of how to work collaboratively and of the importance of persevering and celebrating achievements. They will be equipped with the knowledge of how to make healthy choices and be aware that everyone changes as they grow. They will have the knowledge of what actions create positive and happy relationships.</p>	<p>KS2</p> <p>By the end of Key Stage Two the children’s knowledge of the impact of their actions and their rights and responsibilities will transcend that of solely the school community to the local community and wider world. They will develop into respectful citizen aware of the importance of a democratic and fair society. They will have the knowledge of how to contribute towards and work with others to help make the world a better place and ensure mutual respect for all different people. They will understand that conflicts can arise due to differences and know how to empathize with people where these differences lead to conflicts instead of cause for celebration. They will have knowledge of how issues relating to poor health can be caused by choices made by the individual. They will know about the changes that take place as people grow. They will know how to stay safe on the internet and know what actions pertain to positive relationships. They will develop into self-confident and resilient individuals by having the knowledge of how to reflect on their own actions and manage their behaviours.</p>

Jigsaw Topic Puzzle Pieces	Autumn 1 Being Me in My World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
---------------------------------------	--	---	--------------------------------------	--------------------------------	-----------------------------------	---------------------------------

Puzzle Piece	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I enjoy working with others to make school a good place to be.</p>	<p>I know how to use my Jigsaw Journal.</p> <p>I understand the rights and responsibilities as a member of my class.</p> <p>I understand the rights and responsibilities for being a member of my class.</p> <p>I know my views are valued and can</p>	<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I listen to other people and contribute my own ideas</p>	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I can face new challenges positively, make responsible choices and ask for</p>	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works</p>	<p>I can face new challenges positively and know how to set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I understand my rights and responsibilities as a citizen of my</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p>

	<p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p>	<p>contribute to the Learning Charter.</p> <p>I can recognise the choices I make and understand the consequences.</p> <p>I understand my rights and responsibilities within our Learning Charter.</p>	<p>about rewards and consequences. I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I recognise the choices I make and understand the consequences.</p>	<p>help when I need it.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I can make responsible choices and take action.</p> <p>I understand my actions affect others and try to see things from their points of view.</p>	<p>through the School Council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>country and as a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>
--	--	---	--	--	---	--	--

<p>Celebrating Difference</p>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>I can identify similarities between people in my class.</p> <p>I can identify differences between people in my class.</p> <p>I can tell you what bullying is.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I understand that everybody's family is different and important to them.</p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I recognise that some words are used in hurtful ways.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I can tell you a time when my first impression of someone changed when I got to know them.</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can compare my life with people in the developing world.</p> <p>I can understand a different culture from my own.</p>	<p>I understand there are different perceptions about what normal means.</p> <p>I understand that everyone has a right to be who they are.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can</p>
--------------------------------------	---	--	---	---	---	---	---

							be a source of conflict and a cause for celebration.
--	--	--	--	--	--	--	--

Dreams and Goals

	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel</p>	<p>I can set simple goals.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.</p> <p>I can tell you how I felt when I</p>	<p>I can choose a realistic goal and think about how to achieve it.</p> <p>I carry on trying (persevering) even when I find tasks difficult.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group to create an end product.</p> <p>I can explain some of the ways I worked well in my group to create the end product.</p> <p>I know how to share success</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I can be motivated and enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them.</p> <p>I can evaluate my</p>	<p>I can tell you about some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p>	<p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I can describe the dreams and goals of young people in a</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to</p>

	proud.	succeeded in a new challenge and how I celebrated it.	with other people.	own learning process and identify how it can be better next time.	<p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself and others to the group's achievement.</p>	<p>culture different to mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p>
--	--------	---	--------------------	---	---	--	---

Healthy Me	<p>I understand that I need to exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I understand that medicines can help me if I feel poorly</p>	<p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health.</p> <p>I can tell you my knowledge and attitude towards drugs.</p> <p>I can identify things, people and places that I need to keep safe from.</p> <p>I know some strategies for keeping myself</p>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I understand how the media, social media and celebrity culture</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and</p>

	<p>to the toilet.</p> <p>I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p>and I know how to use them safely.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>and explain why they are good for my body.</p> <p>I understand which foods to eat to give my body energy.</p>	<p>safe, who to go to for help and how to call emergency services.</p> <p>I can identify when something feels safe or unsafe.</p> <p>I understand how complex my body is and how important it is to take care of it.</p>	<p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	<p>the risks this involves.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>
--	--	--	--	--	---	--	--

Relationships

<p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify what being a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community.</p> <p>I can recognise my qualities as a person and a friend.</p> <p>I can tell you why I appreciate</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p>	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify someone I love and can express why they are special to me.</p> <p>I can tell you about someone I know that I no longer see.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p> <p>I understand there are rights and responsibilities in an online community or social network.</p> <p>I know there are rights and responsibilities when playing a game online.</p> <p>I can recognise when I am spending too much time using devices (screen time).</p> <p>I can explain how to stay safe when</p>	<p>I know that it is important to take care of my mental health.</p> <p>I know how to take care of my mental health.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can judge whether something online is safe and helpful for me.</p> <p>I can use technology positively and safely to</p>
--	---	--	--	--	---	--

		someone who is special to me.	<p>keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p>	<p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p>	when I am older. I know how to show love and appreciation to the people and animals who are special to me.	using technology to communicate with my friends.	communicate with my friends and family.
Changing Me	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about</p>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has</p>	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has</p>	<p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus.</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I can correctly label the internal and external parts of</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p>

	<p>moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>	<p>changed since I was a baby.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life.</p>	<p>changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>I understand what a baby needs to live and grow.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>male and female bodies that are necessary for making a baby.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to</p>
--	---	--	--	---	---	---	--

				<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Identify what I am looking forward to when I move to my next class.</p>	to when I move to a new class.		secondary school /or moving to my next class.
--	--	--	--	---	--------------------------------	--	---

PSHE Curriculum Overview 2024

To be placed directly on the website

Curriculum Statement

At Lindfield Primary Academy we believe that teaching personal, social, health and economic (PHSE) education is integral to providing a broad and balanced curriculum. We believe that good quality PSHE education prepares children for opportunities, responsibilities and experiences of later life, whilst also supporting the well-being of the children throughout their school career.

The Jigsaw PSHE scheme taught at Lindfield Primary Academy, covers many spiritual, moral, social and cultural (SMSC) issues that affect the children as they progress in their school career. Additionally, the Jigsaw scheme significantly contributes to the British Values agenda through direct teaching of information and through the experiential learning the children take part in.

Our PSHE curriculum also will equip children with an age appropriate understanding of RSE (Relationships and Sex education), stretching from EYFS to Year 6. We believe that Relationships Education at Lindfield should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

The Jigsaw curriculum promotes awareness of the 9 protected characteristics through termly topics. It acknowledges the importance of children understanding their own identity and then begin to understand the identity of others in a respectful way.