

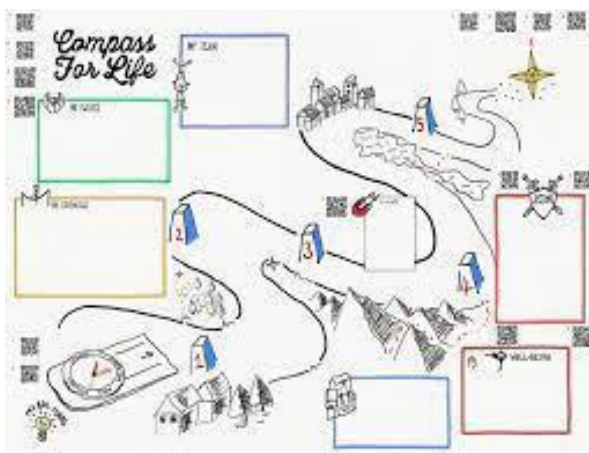
The Ashfield Personal Development Implementation

At Ashfield, Personal Development is taught through Compass for Life, The Jigsaw scheme of work, our Relationship and Health Education curriculum. These have been carefully designed to teach children a range of skills and knowledge within Personal Development and the Jigsaw scheme of work has been adapted to meet the needs of the children at Ashfield. The teaching of our school values are key and they are taught explicitly in our Personal Development lessons throughout the autumn term. To support our Personal Development curriculum, we also use a range of workshops and initiatives (Big Anti-bullying assembly, Anti-bullying week, NSPCC workshops etc) to engage children and support their personal development.

Compass for Life

As part of our Personal Development Curriculum, we follow Compass for Life. This scheme helps children to develop a motivating purpose for their learning, together with direction for the journey through life; a bright, shining North Star and no matter what obstacles get in their way, they are always able to see their Super North Star and think of the achievable goals they have set to reach their potential. The children work through a set of activities to complete their own personal map, which with all of the additional steps, will lead them to reaching their Super North Star and some of these key steps include:

- Their values
- Their support team around them
- The milestones and actions they can take
- Their mental health and well-being
- Their Magnets and potential obstacles



Teachers and students work through the same Yearly Overview for Compass for Life, ensuring that there is a whole school approach and theme for each half term. The programme supports the teachers with the journey through navigating the map and using the cardinals of the compass to help children aspire, plan a strategy and develop the right attitude to learning.

Jigsaw

At Ashfield Junior School, we teach our Personal Development curriculum through Jigsaw. However, this has been adapted to meet the needs of the children in our school (further details are listed below). This programme ensures that our curriculum includes a full coverage of Personal Development including; Personal, Social and relationships, Health, emotional and spiritual education and looking at how our bodies change through age. Children's mental health and wellbeing are important to our children at Ashfield and we feel that Jigsaw offers an approach to learning that takes this into consideration. We use Jigsaw to support our teaching and learning as it designed as a whole school approach, revisiting the same unites each year and these progress and develop in detail and depth as the children move through each Year Group.

Each lesson plan follows the same process; Connect us, Calm me, Open my mind, Tell me or show me, Let me learn and help me reflect. These child centred steps to each Personal Development lesson allows our children to begin with feeling safe and secure in their surroundings before recapping on their previous learning, feeling able to learn and engage on their new lesson content before reflecting and having safe closure from their learning.

- Improve their social skills to better enable collaborative learning (Connect us)
- Relax their bodies and calm their minds to prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)


We have adapted the Jigsaw scheme of work to suit our school and needs of our children. Adaptations have been made in autumn 1 where in addition to learning about rules and responsibilities, lessons will also be taught on the school values. We have also adapted the Jigsaw scheme of work in the summer term. The 'Changing Me' module of Jigsaw is covered in a range of ways at Ashfield to best meet the needs of our pupils. During a parent forum, the Relationship and Health Education (RHE)/Puberty Education was discussed and it was agreed that the Jigsaw content wasn't necessarily age appropriate for LKS2. As a school board, we decided to implement the 'Changing Me' puzzle as our RSE module in the below format (Please see RSE Policy for more detail).

From Years 3-6, the National Curriculum for science includes subject content covering related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

In Year 5 and Year 6, the Personal Development Curriculum ensures that both boys and girls are prepared for the changes that adolescence brings both emotionally

and physically and it draws on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Below is attached the RHE overview from our police at Ashfield and how we ensure that the 'Changing Me' puzzle is covered across our curriculum.

Appendix : Guide to Puberty Education:			
Year 3	Year 4	Year 5	Year 6
<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Growing Up & Making my own decisions • To recognise the stages of growing from young to old and how people's and animals needs change 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Names for all the body parts – including the sexual organs • How has my body changed since I was young? Will it keep on changing? 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammals, an amphibians, an insects and birds • describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age, including key facts about puberty 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • revise: changes as humans develop to old age, including key facts about puberty <p>Revise: menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p>Resources Used:</p> <p>Y3 Changing Me - Jigsaw Scheme</p> <ul style="list-style-type: none"> -Family Stereotypes -Challenging my ideas -Preparing for Transition <p>Year 3 Science Curriculum:</p> <ul style="list-style-type: none"> -Animals including humans have offspring. Basic needs of animals including humans for survival. - Identify that animals including humans need the right types and amounts of nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Resources Used:</p> <p>Y3 Changing Me - Jigsaw Scheme</p> <ul style="list-style-type: none"> -Confidence in change -Accepting change -Preparing for transition -Environmental change. <p>Link to Year3 science revision of bones and muscles & Year4 Science digestive system: Draw around a boy and a girl and in groups, label bones, muscles and other external features. Add the digestive system – discuss internal / external features. Discuss correct names for sexual parts (penis, testicles, vulva, vagina, uterus, breasts) and which are external and which are internal. Add to body diagram</p> <p>Discuss body changes from baby, to Merry Hill, to now. Will there be any more changes? Does anyone know why? Explain that they will learn lots more about this in Year 5</p>	<p>Resources Used:</p> <p>Living and Growing Units 2 & 3</p> <p>The Christopher Winter Project Resources</p> <p>Jigsaw animations: Y3/4 female with text</p> <p>Jigsaw animations: Y3/4 male– no text (text script to be read by teacher)</p>	<p>Resources Used</p> <p>Living and Growing Units 2 & 3</p> <p>The Christopher Winter Project Resources</p> <p>Jigsaw animations (revision of Y5 work): Y3/4 female with text</p> <p>Jigsaw animations: Y3/4 male– no text (text script to be read by teacher)</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Compass for Life Who influences you? What are your aspirations and dreams? What is your Super North Star? Jigsaw School Values and Rules Our Safety Network The Bag of worries</p>	<p>Compass for Life Your Strengths are next. What are you good at? What are some of your shining qualities? Then your team. Who do you have that will help you reach and achieve your North Star? Jigsaw Celebrating Difference</p>	<p>Compass for Life The South Cardinal What are your strategies to aim and reach your goals? How do you learn best? Jigsaw Dreams and Goals</p>	<p>Compass for Life The East Cardinal What values do you have that will enable you to reach your North Star? Looking at our school values. Jigsaw Healthy Me</p>	<p>Compass for Life The West Cardinal How are you going to be able to reach your North Star? What obstacles could get in the way? Jigsaw Relationships</p>	<p>Compass for Life Reflection of your map and your Super North Star. Jigsaw RHE (See Policy and Overview)</p>
Year 4	<p>Compass for Life Who influences you? What are your aspirations and dreams? What is your Super North Star? Jigsaw School Values and Rules Our Safety Network The Bag of worries</p>	<p>Compass for Life Your Strengths are next. What are you good at? What are some of your shining qualities? Then your team. Who do you have that will help you reach and achieve your North Star? Jigsaw Celebrating Difference</p>	<p>Compass for Life The South Cardinal What are your strategies to aim and reach your goals? How do you learn best? Jigsaw Dreams and Goals</p>	<p>Compass for Life The East Cardinal What values do you have that will enable you to reach your North Star? Looking at our school values. Jigsaw Healthy Me</p>	<p>Compass for Life The West Cardinal How are you going to be able to reach your North Star? What obstacles could get in the way? Jigsaw Relationships</p>	<p>Compass for Life Reflection of your map and your Super North Star. Jigsaw RHE (See Policy and Overview)</p>
Year 5	<p>Compass for Life Who influences you? What are your aspirations and dreams? What is your Super North Star? Jigsaw School Values and Rules Our Safety Network The Bag of worries</p>	<p>Compass for Life Your Strengths are next. What are you good at? What are some of your shining qualities? Then your team. Who do you have that will help you reach and achieve your North Star? Jigsaw Celebrating Difference</p>	<p>Compass for Life The South Cardinal What are your strategies to aim and reach your goals? How do you learn best? Jigsaw Dreams and Goals</p>	<p>Compass for Life The East Cardinal What values do you have that will enable you to reach your North Star? Looking at our school values. Jigsaw Healthy Me</p>	<p>Compass for Life The West Cardinal How are you going to be able to reach your North Star? What obstacles could get in the way? Jigsaw Relationships</p>	<p>Compass for Life Reflection of your map and your Super North Star. Jigsaw RHE (See Policy and Overview)</p>
Year 6	<p>Compass for Life Who influences you? What are your aspirations and dreams? What is your Super North Star? Jigsaw School Values and Rules Our Safety Network The Bag of worries</p>	<p>Compass for Life Your Strengths are next. What are you good at? What are some of your shining qualities? Then your team. Who do you have that will help you reach and achieve your Super North Star? Jigsaw Celebrating Difference</p>	<p>Compass for Life The South Cardinal What are your strategies to aim and reach your goals? How do you learn best? Jigsaw Dreams and Goals</p>	<p>Compass for Life The East Cardinal What values do you have that will enable you to reach your North Star? Looking at our school values. Jigsaw Healthy Me</p>	<p>Compass for Life The West Cardinal How are you going to be able to reach your North Star? What obstacles could get in the way? Jigsaw Relationships</p>	<p>Compass for Life Reflection of your map and your Super North Star. Jigsaw RHE (See Policy and Overview)</p>