



### Knowledge and skills: Introduction

At Sonning, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. a specific breathing technique or ways to save money), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of being empathetic or asking supportive questions). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.

### Building strong foundations for the years ahead with knowledge and skills

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This can be framed as the statements 'To know how to...' or 'I am able to...'

**SKILLS**  
"Skills" refers to the techniques required to complete a procedure or task.

It is the 'know how' of the processes required in a subject (e.g. throwing a ball, drawing a timeline and placing events on that timeline, or conducting an enquiry). Skills are often incremental and require regular practice.

It is about being able to know how to actually demonstrate that skill or procedure.

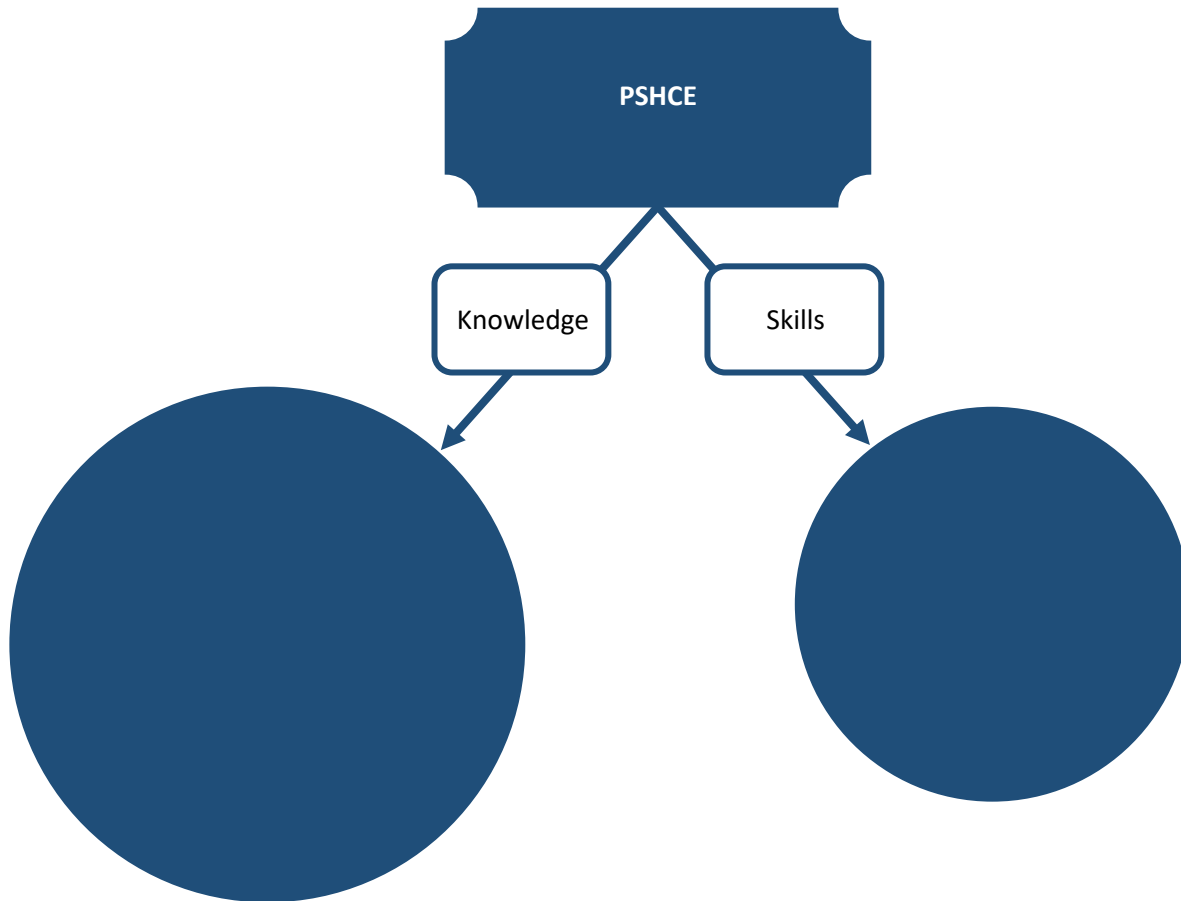
This can be framed as the statements 'To know how to...' or 'I know how to...'

Sonning's Infographic on Knowledge and Skills



### Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



### Our vision

At our school, PSHCE is a vital part of the curriculum that equips pupils with the knowledge, skills and understanding they need to lead confident, healthy, safe, and responsible lives – both now and in the future. Guided by the National Curriculum and enriched through the Jigsaw PSHE programme, our vision is to nurture emotionally literate, resilient and reflective individuals who can make informed decisions, build positive relationships and contribute meaningfully to their communities.

Our PSHE curriculum reflects our school's core values of Love, Courage, Respect, Aspiration and Curiosity, promoting a culture of inclusion, kindness and mutual respect. It empowers all children to understand their place in the world, speak up with confidence, and thrive as compassionate, thoughtful citizens in an ever-changing society.

### Early Years Foundation Stage (Acorn class)

In the Early Years Foundation Stage (EYFS), our PSHE curriculum supports children's personal, social, cultural and emotional development through structured lessons that build self-awareness, emotional regulation and positive relationships. Jigsaw aligns closely with the EYFS prime areas of Personal, Social and Emotional Development (PSED), covering early learning goals such as self-regulation, managing self, and building relationships. Through engaging, age-appropriate activities and stories – often led by the Jigsaw characters – children learn to recognise and talk about their feelings, develop empathy, manage their behaviour and begin to understand right and wrong. Key Jigsaw themes such

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity

# Sonning Church of England Primary School

## Curriculum Vision: PSHCE I4



as Being Me in My World, Celebrating Difference, and Healthy Me help children explore identity, diversity, health and safety in a nurturing, play-based environment. These early experiences lay the foundation for emotional resilience, self-confidence, and respectful social interaction, supporting a smooth transition into Key Stage 1.

### Key Stage 1 (Beech and Chestnut classes)

In Key Stage 1 (KS1), our PSHCE curriculum (brought to life in many instances via the Jigsaw characters) supports pupils in developing key aspects of personal, social, health, and emotional education through six progressive themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. These themes are aligned with age-appropriate expectations from the UK National Curriculum, including statutory Relationships Education and Health Education. Pupils learn to identify and manage a range of emotions, understand the importance of kindness, cooperation and respect, and begin to explore similarities and differences between people. They also learn about basic health and hygiene, keeping themselves safe, goal-setting, and the early stages of understanding changes to their bodies. Through interactive and reflective lessons, Jigsaw encourages children to build self-esteem, empathy, and resilience, providing a secure foundation for understanding themselves and others, and preparing them for more complex topics in Key Stage 2.

### Key Stage 2 (Fir, Holly, Maple and Oak classes)

In Key Stage 2 (KS2), our PSHCE curriculum deepens pupils' understanding of themselves and the wider world through a progressive, age-appropriate programme aligned with the UK National Curriculum for Relationships and Health Education. Structured around the same six core themes as identified in KS1 (Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me) which supports the progressive development of emotional literacy, resilience and social responsibility. Pupils explore increasingly complex topics such as managing peer pressure, understanding and respecting diversity, maintaining physical and mental health, setting personal goals, and navigating changes during puberty. They also develop skills in communication, conflict resolution, and decision-making, supporting their ability to form and maintain healthy relationships and make safe, informed choices. Jigsaw encourages reflective thinking and promotes values such as empathy, equality, and respect, ensuring that children are well-prepared for the challenges of adolescence and secondary education.

### Building strong foundations through experiences

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences. We also have a bespoke wellbeing curriculum which runs alongside the scheme we use – this helps enhance the offer we have for our pupils. Our RSE curriculum is also met through this PSHCE curriculum offer. British Values are a key aspect of our PSHCE offer, and are considered at various planning stages. Our collective worship plans also link with PSHCE and British Values. Finally, our Personal Development Opportunities Map outlines the range of opportunities we deliberately plan out for our pupils in each year group.

## The curriculum and schemes of work

At Sonning, we follow the National Curriculum for all our subjects. PSHE does not fall within the National Curriculum, but we treat it as if it is a National Curriculum subject. In PSHCE, we use a scheme called Jigsaw to support the subject in EYFS as well as Years 1 to 6. We have chosen to use the Jigsaw scheme because it provides a comprehensive, well-structured and progressive curriculum that supports pupils' personal, social, health, cultural and emotional development in all year groups. Jigsaw aligns fully with the statutory requirements for RSE and the National Curriculum (e.g. Science), ensuring age-appropriate coverage of key themes including mental health, physical wellbeing, safeguarding, diversity and life changes.

## Curriculum structure

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## Curriculum Vision: PSHCE I4



PSHCE lessons are taught through the year, with one unit per half term (6 units per year). Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. Its spiral structure means that key concepts are revisited and deepened each year, helping pupils to build on prior learning in a consistent and meaningful way. Jigsaw also promotes emotional literacy and mindfulness, giving children tools to understand and manage their feelings, build resilience and develop positive relationships. The use of characters, stories and structured lessons supports engagement and inclusivity, ensuring all pupils can access and benefit from the content.

To ensure our RSE expectations are met, we write to parents each year to alert them to the Changing Me topics and invite parents to discuss any questions they may have, and explain any areas in which parents can withdraw their child, as well as which elements are statutory.

### Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Me in My World	Celebrating Difference	Dreams and Goals
Healthy Me	Relationships	Changing Me

These align with Jigsaw's 'jigsaw pieces' which run through each year group:

Jigsaw's Units of Work (Puzzles) are:	
 <p><b>1. Being Me in My World</b> Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	 <p><b>2. Celebrating Difference</b> Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>
 <p><b>3. Dreams and Goals</b> Includes goal-setting, aspirations for yourself and the world and working together.</p>	 <p><b>4. Healthy Me</b> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p>
 <p><b>5. Relationships</b> Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p>	 <p><b>6. Changing Me</b> This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)</p>

*Taken from Jigsaw PSHE's overview documents*

### Building on and revisiting learning

Our units rely on a 'spiral curriculum' model, which ensure we can revisit concepts and cumulatively build knowledge and skills. Although we do not use Kapow for PSHCE, this graphic below illustrates our spiral curriculum model:

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity



### A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



*Taken from Kapow Primary's LTP document*

### How we plan our units

PSHCE is taught primarily through an enquiry-based approach through discussion focused activities. Each teacher follows the PSHCE curriculum map, which outlines the overview of units from Jigsaw.

Jigsaw 3-11 offers a comprehensive Programme for Primary PSHCE including statutory Relationships and Health Education (often referred to as its general term, RSE), in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The units ensure a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

In planning the lessons, Jigsaw ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills. Children take part in games, team building activities and interactive sessions that build confidence. Teachers provide children with a safe environment that gives them the opportunity to debate and discuss focus questions or topics of enquiry. Other activities may require the children to complete written based tasks. PSHCE is taught alongside our bespoke health and wellbeing curriculum, with progressive and planned, stand-alone wellbeing lessons taking place within and outside the classroom. Children also have responsibilities in class to develop their understanding of sharing and respect, linked in with our school values and British Values.

Bespoke PSHCE lessons are also taught when an issue arises in class that the children need support with. Teachers adapt planning to ensure it is personalised to their class's wellbeing and ensure their teaching is relevant to the children and the changing world.

### Vocabulary development and knowledge organisers

As part of our focus on oracy, we utilise Jigsaw's unit plans, which outline the key vocabulary for that lesson or unit, which allows progression in vocabulary development over each unit and year.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

### Cross curricular links



It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in a specific document to support the wider curriculum development of each subject. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

### Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives where applicable within lessons. Otherwise, these are considered in general as part of our planning for the subject as a whole. The Jigsaw PSHCE programme is designed to go beyond statutory requirements by explicitly embedding wider frameworks such as the Fundamental British Values, UN Sustainable Development Goals and OECD Learning Compass 2030, while also reflecting and reinforcing our school's core values of love, courage, respect, aspiration and curiosity.

#### British Values

Jigsaw PSHE promotes 'Democracy', 'Rule of Law', 'Individual Liberty', 'Mutual Respect', and 'Tolerance (Understanding) of those of different faiths and beliefs', through structured learning experiences that are age-appropriate and inclusive. Pupils are taught how to express their opinions respectfully, understand the importance of rules, appreciate diversity, and value the rights and freedoms of themselves and others. For example, lessons in the 'Being Me in My World' and 'Celebrating Difference' units encourage children to understand fairness, take turns and appreciate different perspectives and backgrounds.

#### UN Sustainable Development Goals

Jigsaw supports several UN goals:

- Goal 3 – Good health and well-being: through units like 'Healthy Me', which focus on mental and physical health, substance awareness, and self-care.
- Goal 4 – Quality education: by promoting inclusive, values-based education.
- Goal 5 – Gender equality: through work on identity, stereotypes and respectful relationships.
- Goal 16 – Peace, justice and strong institutions: by fostering empathy, understanding conflict resolution and encouraging active participation in school and community life.

#### OECD Learning Compass 2030

Jigsaw aligns with the OECD's vision of helping pupils develop not only knowledge and skills, but also values and attitudes to shape a better future. It supports development in the following areas:

- Transformative competencies such as creating new value, reconciling tensions and dilemmas, and taking responsibility;
- Core foundations like social and emotional skills, critical thinking, and collaboration;
- Agency, by encouraging pupils to reflect on their place in the world, understand their impact on others, and make informed, ethical decisions.

#### Our School Values

- Love is nurtured through discussions around kindness, empathy, friendship and caring for others, particularly in the 'Relationships' and 'Celebrating Difference' units.
- Aspiration is supported through 'Dreams and Goals', where pupils explore ambition, perseverance, and personal growth.
- Curiosity is encouraged through the programme's open-ended questions, reflective learning opportunities, and exploration of social and global issues.
- Respect is a constant theme, embedded throughout all units as children learn to value themselves, others and their environment.



- Courage is developed through lessons on resilience, standing up for what is right, managing change and coping with challenges, especially within 'Changing Me' and 'Being Me in My World'.

### Assessment opportunities

When assessing progress, we use a range of methods, including the use of Jigsaw's formative and summative assessment opportunities. Assessment in Jigsaw is purposeful and ongoing, supporting both teaching and learning. The formative and summative assessment opportunities help teachers to check on pupils' progress, adapt lessons to meet needs and provide evidence of impact.

#### Formative assessment

Formative assessment is embedded in each Jigsaw lesson in the following ways:

- Observations of pupil participation, group work and class discussions.
- Questioning, which allows staff to check understanding and encourage reflection.
- Monitoring of responses in activities, such as drawing, writing, role-play or oracy tasks.
- Noting changes in pupils' attitudes, confidence or interactions over time.

Teachers use this daily feedback to adjust the pace, revisit key concepts, or provide additional support. It helps ensure all pupils are engaging meaningfully with the content. This may also feed into our CPOMS entries for pastoral information, if anything relevant is said or disclosed.

#### Summative assessment

Summative assessment in Jigsaw occurs at the end of each unit in the following ways:

- A structured self-assessment activity where pupils reflect on what they've learned and how they feel about it.
- An optional teacher assessment grid, which provides clear outcomes and descriptors for each year group and puzzle (unit), allowing teachers to record individual or group progress.
- Opportunities for pupils to demonstrate understanding through each lesson's final reflection, which is utilised to form an overall summative judgement by the teacher, along with other formative assessment methods.

While PSHCE learning is often personal and not always easily measured in traditional ways, Jigsaw provides a consistent framework that allows schools to track progress, identify emerging needs and celebrate personal growth. Assessment in Jigsaw is more than just meeting a particular 'expected standard': it is about recognising development in knowledge, skills, values and attitudes over time.

### Measuring impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

#### Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?



### **Do we ensure pupils know more, do more and remember more?**

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

### **Does our curriculum allow oracy development and the opportunity for pupils to collaborate?**

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

### **Is our curriculum inclusive?**

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

### **Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?**

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

## **Supplementary support**

We utilise the following support within our curriculum for this subject:

- Wellbeing curriculum (bespoke)
- Integrated club (Physio Moves)
- Links with St. Andrew's and collective worship
- Personal Develop opportunities (identified through the PD Opportunities Map).