Guide to Teaching Computing at Prestbury St. Mary's Federation

Ethos and Mindset

At Prestbury St. Mary's, the Computing curriculum is taught discretely but sits alongside the responsible use of ICT technology to support children learning in other subjects. We believe that children need to have the knowledge of Computing objectives set out in the National Curriculum, but also the ability to use technology appropriately in their daily lives.

The curriculum aims to educate children about the variety of different ways technology can be used through the creation of code and content, and also building their understanding how different digital technologies work. Building a sense of the connected nature of the modern word, along with the opportunities and challenges that this brings, is also an essential aspect of the curriculum that children will learn.

Our Computing curriculum encapsulates our school vision of 'developing remarkable people'. We want children to develop the skills to create their own programs and content that will allow them to flourish and seize the opportunities that will be presented to them in the future, doing so with a respect for the technology they are using and the people they will work with. This also supports our Christian Ethos: "For we are God's masterpiece, created in Christ to do good things." (Ephesians 2:10).

The Prestbury Learner

As in all areas of the curriculum, we encourage the children to always follow, show and appreciate our school values of Respect, Responsibility and Readiness. In Computing, a Prestbury Learner shows respect by showing an appreciation that using technology and the Internet must be done in a way that is safe and sensible. They also take responsibility

The Prestbury Learner takes responsibility by learning about the lives, backgrounds, similarities and differences between themselves and others in the world. The Prestbury Learner also shows readiness by being open to listening and learning about themselves and others.

The Jigsaw Charter perfectly aligns with our three school values. It encourages respect by taking turns, listening to others, being kind and valuing privacy. It promotes responsibility in having the right to pass and only using names in positive contexts. It endorses readiness in listening and turn taking.

The Jigsaw Scheme

At Prestbury, we use the Jigsaw PSHE scheme. Jigsaw brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw also fulfils all the requirements for the statutory Relationships and Health Education curriculum (implemented by the DfE from September 2020). Every lesson also contributes to at least one of the social, moral, spiritual and cultural (SMSC) aspects of children's development. It also encompasses British values and safeguarding.

Through the core programmes, children learn the language, vocabulary and techniques that enable them to build their confidence and emotional understanding. Every aspect of school life is impacted by the behaviours and values instilled in every child and adult through this whole school approach.

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, generating a whole school focus for adults and children alike.

Jigsaw lessons take place for 30-60 minutes a week from Reception to Year 6. A lesson a week helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

Each class and year group follow the same sequence of units. There are six puzzles in Jigsaw and they are designed to progress in sequence from the beginning of each academic year.
Term 1: Being Me in My World
Term 2: Celebrating Difference (including anti-bullying)
Term 3: Dreams and Goals
Term 4: Healthy Me
Term 5: Relationships
Term 6: Changing Me (including puberty and human reproduction education)

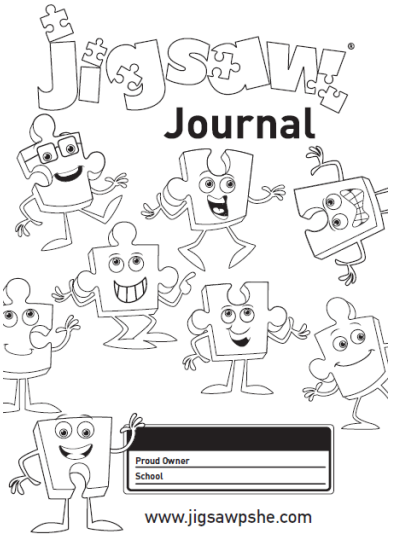
Classroom Lessons

Jigsaw lessons follow a very similar structure every time and a lesson can last between 30 and 60 minutes. Each lesson requires a Jigsaw chime, Jigsaw friend and Jigsaw journal (KS2) or floorbook (KS1). The lesson structure is as follows:

- Jigsaw Charter: Remind the class of the Jigsaw Charter and the rules which we follow in terms of participation and consideration
- Connect Us: A short game or activity designed to bring the class together, promote inclusion and encourage social skills
- Calm Me: A quiet activity, incorporating the Jigsaw chime, where children are encouraged to engage with their breathing and their mind, while also creating a peaceful learning environment in which to begin the lesson
- Open My Mind: Focusing on the two specific learning intentions for the lesson (one based on PSHE and the second based on emotional literacy)
- Tell Me or Show Me: Time to introduce new information, concepts and skills, using a range of teaching approaches and activities
- Let Me Learn: Opportunity to use and practise new ideas that have just been taught, through a practical or written activity
- Help Me Reflect: Time for the children to reflect on their learning experiences and their progress, usually by self-assessing against the lesson's learning intentions

Most lessons are based on discussion tasks, however there are also written activities. In KS1, tasks are often completed collaboratively and discussion points and shared ideas are recorded in floorbooks for each class. In KS2, these written tasks are completed on a sheet and inserted into each child's

Jigsaw journal, as a log of all learning. The children's self-assessment is included in the Jigsaw journals too. Each lesson has two learning intentions (one in purple based on PSHE and one in green based on emotional literacy) and the children self-assess against a Jigsaw friend thumbs up/middle/down picture.

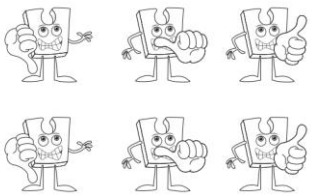


The Jigsaw chime and Jigsaw friends are required for every lesson. The chime is used during the Calm Me section of the lesson, helping the children to relax their bodies, calm their minds and bring their attention to the present moment. The chime is not to be used as a behaviour management tool. The Jigsaw friends are mainly used as the talking object in circle discussions and are passed around by children or adults indicating when it is their turn to talk or to offer a suggestion, experience or feeling relevant to the discussion. The Jigsaw friends can also act as distancing tools so that children can talk about more sensitive issues without referring directly to themselves. Each year group has a Jigsaw friend with a different name and colour.

PSHE assessment is not mandatory in schools, however RSE assessment is. Each Jigsaw lesson has two learning intentions – purple LIs being PSHE-based and green LIs being emotional literacy based. These learning intentions are used by both teachers and pupils for assessment purposes. The children self-assess against each lesson's learning intentions at the end of the session by circling/colouring a Jigsaw friend showing a thumbs up/middle/down to indicate their understanding. Teachers can assess against each set of learning intentions using the attainment descriptors provided and deciding if a child is working 'towards', 'at' or 'beyond'.

I know how to use my Jigsaw Journal

I feel special and safe in my class



Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.

Other PSHE opportunities

To enhance our PSHE curriculum and to expand the children's understanding of the differences, positives and challenges in our world, we endeavour to celebrate various significant events in the yearly calendar. These include Anti-Bullying Week, Children's Mental Health Week, Odd Socks Day and Safer Internet Day. These are whole school events, co-ordinated by the PSHE lead, and all children take part in a range of activities and discussions. We also hold numerous PTFA Dare to Be Different events throughout the year, where the children dress however they wish to celebrate the idea of uniqueness.

Every year, we are visited by the SCARF Life Education Life Space, and all classes take part in a workshop based on a number of PSHE topics. Year 3 also visit SkillZone in Quedgeley, which is an interactive life skills village where people of all ages can learn how to keep themselves safe whether at home or in their community.

Appendix

Jigsaw scheme unit 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 special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling 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 charter	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 celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping 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 as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes 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) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty 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 Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Glossary

This glossary of terms contains vocabulary that the children may encounter at age-appropriate stages during their PSHE and RSE education. The definitions have been sourced from Coram Education's SCARF glossary, the Oxford Dictionary, the Office for National Statistics and the UK Government.

Term	Definition
Acne	spots or blemishes brought on by hormonal changes
Adoption	the act of legally taking another's child and raising it as your own
Anus	a small opening at the end of the bottom, where poo comes out
Biological gender	generally male or female, assigned at birth, determined by their anatomy and chromosomes
Bisexual	attracted to males and females
Bra	underwear to support the breasts
Breasts	these develop in puberty and produce milk after childbirth to feed a baby
Bullying	seek to harm, intimidate or coerce another, several times on purpose (STOP)
Bystander	a person who is present at and event or incident but takes no action
Cervix	a plug at the start of the neck of the uterus
Chromosome	the information that makes up humans with 23 pairs of chromosomes in most humans
Civil partnership	a legally recognised union of a same sex couple
Clitoris	a pea shaped external structure, part of the vagina, that lies above the urinary opening
Coercion	the action of persuading someone to do something through force or threats
Conflict	a serious disagreement or argument that happens over a long period of time
Consent	permission for something to happen
Contraception	deliberate use of artificial methods to prevent pregnancy
County lines	when criminals from major cities expand their drug networks into other areas of the country
Cyber-bullying	the use of electronic communication to bully a person
Demi-sexual	want to get to know someone as a friend before romantic attraction
Democracy	a system of government where the population elect representatives
Deodorant	can help prevent and mask body odour
Depression	feelings of extreme sadness, despondency, dejection
Disability	A physical or mental condition that limits a person's senses, movement or activities
Discharge	liquid released from a body part, can be part of a healthy system of signs of an infection or injury
Discrimination	unjust treatment or prejudice of different categories of people – race, age, gender, religion
Diversity	practice of a range of social/ethnic backgrounds, genders, sexual orientation, neurodiversities
Domestic Abuse	incident/s of controlling, coercive, threatening, degrading or violent behaviour
Ejaculation	muscles in the base of the penis cause contractions, ejaculating semen
Erection	an aroused/hard penis
Emotions	feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness
Equality	being equal in rights, status and opportunities
Extremism	holding extreme political or religious views
Faith	beliefs based on spiritual convictions or religious teachings
Fallopian tubes	the two tubes, from the ovaries, that eggs travel along to reach the uterus
Fertile	the ability to conceive/make a baby
Gender expression	how a person shows their gender by the way they act, behave, dress, etc
Gender identity	a person's perception of their gender, may or may not correspond with gender at birth
Genitals	external sexual organs
Grooming	the action of a preparing a child for a meeting with the intent of committing an offence
Growth	bodies that develop and adapt as we grow
Hate crime	a crime motivated by prejudice, based on race, religion, sexual orientation or other differences
Heterosexual	attracted to the opposite sex
Homophobia	dislike or prejudice against homosexual people
Homosexual	attracted to people of the same sex
Hormones	chemical substances in the body that give messages to parts of the body to start developing
Hygiene	keeping clean
Immunisation	action of making a person immune to disease
Individual liberty	choosing how to live our lives, make mistakes and face consequences
Intimacy	close familiarity/friendship
IVF	doctors fertilise an egg outside the body and then put the embryo back into the woman
Judiciary	part of the government responsible for a countries legal system, including judges and the courts
Labia	the larger and smaller lips that surround the entrance to the vagina
Legislature	the group of people who have the power to make and change laws
Lesbian	homosexual women

LGBTIQA+	lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual and other terms
Marriage	A legally recognised union of two people
Menstruation (periods)	monthly loss of blood from the uterus lining out of the vaginal passage
Menstruation aids	sanitary pads, tampons, cups, pants, etc
Mental wellbeing	a positive state of mind and body, underpinned by social and psychological wellbeing
Monarchy	a form of government with a monarch at the head
Mutual respect	everyone being entitled to their own faith, beliefs, sexuality and political views
Neurodiversity	a range of differences in brain function and individual traits
Non-binary	where a person doesn't identify as male or female and often uses the pronouns 'they/them'
Non-consensual	when someone does something without your permission
Oestrogen/progestogen	female hormones
Ovary	where eggs are stored
Parliament	highest legislation in a country
Penis	male external reproductive organ
Pregnancy	carrying an embryo or foetus
Prejudice	an opinion that is not based on reason or actual experience
Puberty	a period where adolescents become capable of reproduction
Pubic hair	hair which starts to grow around the genitals in puberty
Racism	prejudice or discriminations against an individual based on their ethnic group/nationality
Radicalisation	the action or process of causing someone to adopt a radical position on political/social issues
Reconciliation	restoring friendly relations
Rule of Law	living within the law but being able to challenge it and face a fair trial if we break it
Scrotum	the sack that holds the testicles
Semen	male reproductive fluid which contains sperm
Sexual Orientation	a person's sexual identity – who they are attracted to
Stereotypes	widely held, fixed or oversimplified view of a particular person's role
Stress	a state of mental or emotional strain
Surrogacy	an arrangement, often legally supported, where a woman carries a child for another person
Sweat	a liquid from sweat glands that can produce a body odour
Terrorism	unlawful use of violence or intimidation in the pursuit of political aims
Testicles	where sperm is produced
Transgender	when a person's sense of identity does not correspond which their birth gender
Urethra	the tube which runs from the bladder to the end of the penis or opening in the vagina
Vaccination	a treatment which produces immunity to disease
Vagina	the opening to the reproductive parts of a female
Vulva	the female's external genitals and the urethra
Wet dreams	a nocturnal ejaculation
Womb/Uterus	the female reproductive area where an embryo/foetus grows