

PSHE / Learning for Life at Blowers Green Primary

Aims

We value Personal, Social, Health and Education (PSHE) as one way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use **Jigsaw**, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs.

The Jigsaw programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

Big Ideas

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- promotes British values.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (Units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Aut 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Aut 2	Celebrating Difference	Includes anti-bullying, bullying and understanding it.
Spr 1	Dreams and Goals	Includes goal setting, aspirations, who do I want to become, what would I like to do for work and how I will contribute to society.
Spr 2	Healthy Me	Includes healthy lifestyle choices, substance safety, sleep, nutrition, exercise, rest, self-esteem and confidence.
Sum 1	Relationships	Understanding friendship, family and other relationships, conflict and resolution, communication skills, bereavement and loss.
Sum 2	Changing Me	Includes relationships education in the context of coping positively with change.

Content

PSHE is taught as a whole school approach focusing on an identified theme each half term. Lessons are taught weekly lasting **60 minutes** and consist of 7 main points.

Each unit aims to activate and build upon prior learning, to ensure better cognition and retention. Assemblies and weekly achievements support the whole school approach by sharing key themes which are explored in age appropriate ways.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). At Blowers Green Primary, sex education is not taught. All lessons referring to reproduction are aligned to the statutory National Curriculum for science. Lessons within Jigsaw that contain any further information have been removed from the Blowers Green RHE curriculum.

Sequencing

Planning documents identify each element on the lesson which allow the children to discuss, reflect and share their thoughts, ideas and feelings:

- Connect us
- Calm me
- Open my mind
- Tell me or show me
- Let me learn
- Help me reflect
- Closure

Resources

To ensure PSHE sessions are interactive and inclusive all classes have a range of practical resources to support learning. Each year group is allocated a jigsaw friend which is used as the 'talking object' in circle discussions.

To develop children's understanding of the mindfulness approach, every teacher has a 'jigsaw chime'. This helps children relax their bodies and calm their minds, reaching an optimum state for learning.

Knowledge and Skills Progression

Accompanying each module is a Knowledge and Skills Progression document which contains key vocabulary, information about objectives covered within the unit and support questions for families to explore at home.

Oracy and Vocabulary

Our PSHE curriculum aims to develop oracy and vocabulary.

- Vocabulary forms a key part of our wider curriculum.
- Each PSHE lesson identifies key vocabulary to be introduced and discussed within the session.
- PSHE sessions encourage children to express themselves verbally using full sentences. During whole class and small group discussions children share their thoughts, feelings and questions using appropriate vocabulary.
- The use of Jerrie Cat and the Jigsaw friend ensure that children listen carefully to the person speaking allowing them to develop oracy without interruption or judgement.

Assessment of Pupils

Self and Summative Assessment

At the end of each lesson children complete self-assessment tasks to reflect on their learning and evaluate their understanding of the session's objectives. This also provides opportunities for the pupil to identify ways to improve their learning next time. Teachers complete summative assessments to monitor each pupil's progress against each lesson objective.

Floor Books

Senior leaders and subject leaders regularly undertake 'book looks' to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning, teaching and learning. Developmental support is provided where needed.

Reasonable adjustments for pupils with SEND

Teachers will need to consider how specific activities, or the delivery, may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in all lessons.

Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.