

SUBJECT ON A PAGE:

PSHE

At Spring Grove Primary School, we are a school that really cares and where everyone feels valued and safe. We promote mental health. We celebrate individuality, healthy relationships and achievements through mutual respect and high aspirations.

Intent - We aim to...

Equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.

Teach children to understand how they are developing personally and socially. To teach children how to show empathy and build up healthy relationships.

Establish and maintain an environment where children feel secure and are encouraged to talk, and are listened to.

Teach children to become healthy, independent and responsible members of society.

Equip children with the knowledge and skills necessary to make safe and informed choices. To develop a sound understanding of risk.

Inspire and equip children with skills to reach their goals and dreams.

Implementation - How do we achieve our aims?

Our Curriculum

At Spring Grove, through a planned programme of learning using Jigsaw PSHE scheme, we aim to provide our pupils with the **knowledge, understanding and skills** that they need in order to manage their lives both now and in the future. In PSHE, **progression** is measured by using a variety of assessments, including baseline to find out children's prior knowledge and skills of the themes being covered- this may take place in the form of mind mapping, brainstorming and class discussions. Teachers plan role plays, scenarios and use pupil verbal or written feedback to see how they are able to use **effective communication to express their emotions** and experiences in a safe environment. Our curriculum follows a scheme of learning that promotes three **key concepts**, as follows:

Health and Well-being

Relationships

Living in the Wider World

A Consistent Approach

Across the school, we use the Jigsaw scheme of Learning for PSHE. This begins in Nursery and continues through to Year Six, ensuring a consistent approach. Lessons are **adapted** when required to tailor learning to our children. Each class has a Jigsaw 'friend', which can be used to support children during discussions as a talk prompt. The scheme outlines Six key topics (puzzles), shown below, and within each puzzle are up to Six lessons (pieces). Each piece has two learning **intentions**- one linked to PSHE (shown to the children in purple) and the other linked to developing social skills and emotional literacy (shown to the children in green). At the beginning of every half term, there is a **whole school** assembly to launch each puzzle.



Being Me in My World



Celebrating Differences



Dreams and Goals



Healthy Me



Relationships



Changing Me

Strong Foundations

The Jigsaw scheme is introduced in an age appropriate way in Nursery and is followed in Reception, so there is a consistent approach throughout EYFS. Children learn about themselves, the world around them and how to interact with others as part of the programme, and this learning follows the objectives in the following strands of the **EYFS Framework**:

- ⇒ **Understanding the World**
- ⇒ **Personal, Social and Emotional Development**
- ⇒ **Communication and Language**

The Lessons follow a structure set in the scheme:

Jigsaw Charter- Sharing of lesson ground rules.

Calm Me- Mindfulness activity using the chime to focus children.

Interest Me- The main teaching part of the lesson.

Help Me Learn- Independent, paired or group activities.

Let's Think- Reflecting on the learning.

Development of Key Skills

Children learn a number of skills in PSHE, but we have identified six **key skills**, which are reinforced across learning in all year groups.



Listening



Communicating



Empathising



Being Responsible



Managing Self



Reflecting



Implementation (continued)

Structured Lessons in KS1 and KS2

All Jigsaw lessons from Year One follow the same structure, ensuring consistency across year groups:

The Jigsaw Charter - Sharing a clear set of ground rules to be followed during discussions.

Connect Us - Games to encourage group participation

Calm Me - A mindfulness script is read out for children to reflect on silently. The chime is rung to give children a sound to focus on

Open My Mind - A thought-provoking activity that starts the lesson content.

Tell Me or Show Me - This is the main teaching part of the lesson.

Let Me Learn - Independent, paired or group work.

Help Me Reflect - A reflection of the learning, referring back to the lesson focus.

Launch and Reflective Assemblies

At the beginning of every half term, there is a whole school assembly to launch each the theme of each puzzle. During each launch assembly year group classes are invited to share what they have been learning in the previous puzzle.



Strong vocabulary development

Throughout PSHE lessons staff and children use **appropriate language**, and this vocabulary is identified in the Jigsaw progression documents. Each Jigsaw topic allows opportunities for children to develop their emotional literacy in age-appropriate ways.



Assessment and Recording

Children's progress can be **assessed** through work recorded in their books and through discussions in class. The scheme also has Jigsaw Journals, that are shared and discussed during lessons to support children to **reflect** on what they have learnt. This approach allows for consistency across Key Stages and allows for opportunities to capture learning.



Impact - How will we know we achieved our aims?



Children can confidently talk about their learning and show an understanding that our world is diverse.



Children can use language to describe emotions and they interact appropriately in social situations.



Children can make healthy choices in their friendships, the exercise they engage in and the food that they eat.



The children show empathy, demonstrate care and show respect towards each other.



The children show that they are resilient and can persevere to reach their goals and dreams.



The children can talk about potential risks to their safety when online and in social situations, and suggest ways to mitigate these.



Teaching RSE

Although RSE (Relationship, Sex Education) is non-statutory in Key Stage One and Key Stage Two, we believe that children learning about their bodies is an **essential** part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of **safeguarding** and in the EYFS adults use **age appropriate words**. We follow our adapted version of the Jigsaw Changing Me unit in which children learn (**in age-appropriate ways**) about how their bodies change, and how babies grow and develop.



Wider Promotion of Health and Well-being

We promote healthy living by ensuring children in our school **eat healthily** and have opportunities to be **active** during lunchtimes. During Lunchtime, a member of staff regularly supports children to develop their **interpersonal** and **team working** skills by playing alongside them. All classes have a **worry box** and children can note their worries. Teachers check the boxes regularly.



Reading in PSHE lessons

Books are shared in PSHE to develop empathy, provoke thought, and to learn. Stories and non-fiction books can be accessed from our PSHE Library.