

# PSHE/SRE at Ham Dingle

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
Autumn 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.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change



## Content and Sequencing

### 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). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 4 (Conception, birth)

### Sequencing

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

1. Connect us
2. Calm me
3. Open my mind
4. Tell me or show me
5. Let me learn
6. Help me reflect
7. Closure



## Learning Modules

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The learning theme of each of the six Puzzles (Units) are taught across the school; the learning deepens and broadens every year.

### 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.

Our PSHE/SRE curriculum aims to develop...

### **Oracy and Vocabulary**



Vocabulary forms a key part of our wider curriculum. Each 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.

##### **Pupil Book Study**

Pupil Book Study Senior leaders and subject leaders regularly undertake book studies 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.

#### **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 the lesson.

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.