



## PSHE: Intent, Implementation & Impact Statement



This document outlines: the intent and rationale behind the PSHE curriculum, how to deliver it and how to measure pupil progress.

### Intent

#### School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

*Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

To deliver a holistic and mindful curriculum of PSHE, using the Jigsaw PSHE framework. We intend to nurture children as they learn to understand and value themselves and relate with others and the world around them. With the spiral and progressive nature of Jigsaw, we hope to deliver lessons that connects the development of social skills, emotional literacy, British Values and spirituality to create humble, open-minded and conscientious children.

We aim

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### Implementation

#### School Curriculum Implementation:



Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

Jigsaw is structured using six core 'puzzles'. In each year group, at the same point in the year, focus on a 'puzzle' at a time. The spiral approach means that the same concepts are explored and discussed in each year group but the knowledge and skills are developed upon and deepened as the children move through the school.

Each puzzle has a set of six puzzle pieces with the last piece being an assessment opportunity. In every piece (lesson) of each puzzle (unit) there are two learning objectives. Purple learning objectives identify the knowledge that will be taught to children and the green objectives identify the social and emotional skills they are developing and strengthening.

Every Jigsaw PSHE lesson follows a structure. The Jigsaw charter is referenced to ensure children understand the expectations for behaviour and conduct when discussing the PSHE content. Children begin by engaging in a short game (Connect Us) that builds relationships and provides an initial discussion point for the lesson's intention. This is followed by the 'Calm Me' section which gives children an opportunity to practise mindfulness, ground themselves and develop a tool to help them regulate their emotions.

During the lesson, the 'Tell Me or Show Me' section introduces the children to the main concept and begins to introduce key questions and statements for children to think about. Scenarios and real world situations are shown. Following this, children apply their initial understanding to the 'Let Me Learn' where they engage in further discussions, group work and presenting what they have learnt.

At the end of the lesson, children have the opportunity to reflect on their learning objectives and the tasks they have just completed. Reflection sheets allow children to identify their points of importance from the lesson and the 'Next Steps' sheet provides with the opportunity to think about any take aways and how they will apply their learning in the everyday life and other aspects of school.

Throughout the puzzles, children have the opportunity to take part in debates, presentations, collaborative work and a variety of activities that develop their communication and team work skills.

Key vocabulary is introduced and discussed with children in every lesson and referred back to when teaching, using prior knowledge and


The RSE coverage is complimented with guidance, information and videos from external agencies that provide a concise and age-appropriate range of resources. Question boxes allow children to anonymously ask questions that are then answered in following lesson.

British Values and SMSC objectives are interwoven into the Jigsaw scheme. Children learn of these and develop the skills through the range of activities and concepts addressed in each lesson.

Our RSE is delivered in a way that ensures the children feel comfortable and confident to explore the learning and ask questions whilst covering all the Jigsaw content. Year 4, 5 and 6 will have their Sex Education lessons in single sex classes but year 3 will remain as mixed sex classes.

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.

## Impact

 <p><b>Prepared for the next stage of their education</b></p>	<p>Pupils who take responsibility for their own actions and make a positive contribution to society.</p>
	<p>Knowledge of British and global society beyond their own through the curriculum.</p>
	<p>Able to use technology effectively and safely.</p>
	<p>Excellent behaviour and attendance.</p>
	<p>Healthy lifestyle choices- safe, healthy and fulfilling lives.</p>
	<p>All children to make good progress from their starting point.</p>
	<p>Pupils who enjoy learning and can independently explore and enquire.</p>

Jigsaw PSHE is designed in such a way that each lesson gives pupils the opportunity to reflect and think deeply about the concept being taught.

Children's holistic development will be positively impacted allowing them to understand and value themselves whilst relating to and empathising with others and the world. Children's social skills and emotional literacy will be strengthened which should aid their abilities to solve problems, communicate better and regulate their emotions more effectively. The emphasis and interwoven focuses on British Values, Protected Characteristics and spirituality will create open-minded, humble and conscientious children. They will be making meaningful, healthy and empathetic relationships which will underpin their success in both their learning and other endeavours. Children will be resilient and aspirational. The discussion based nature of PSHE will provide children with opportunities to develop skills to explore, clarify and challenge their own, and others, attitudes, beliefs, rights and responsibilities.

Children will have a bank of tools that they can use to regulate their emotions, deal with change and conflict and approach challenging situations with a resilient and positive attitude.

The knowledge that children acquire from each puzzle pieces allows them to make informed and rational decisions. Exploring concepts such as bullying, poverty, health issues and the physical changes in their body prepares them for transitions to schools, adolescences and real life situations that they or others may encounter in their life time.

### Assessment

At the end of each lesson children complete their 'Jigsaw Journey'. They must reflect on the two learning objectives that were highlighted at the beginning of the lesson. Circling a thumbs up, thumbs down or middle thumb allows provides teachers with a formative assessment.

Going forward, Jigsaw's knowledge organisers will be used to provide teachers with a summative assessment. The question prompts on the knowledge organiser allow children to demonstrate the key knowledge they have gained and how they will apply this outside of the PSHE lesson.