

How we Plan, Teach and Assess

PSHE



Planning Overview

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, 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.

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.

Planning Overview

Mindfulness

Mindfulness is a key aspect to our PSHE education and simply means to be aware of our thoughts and feelings as they happen, in the present moment, on purpose with no judgement. We believe that mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions, saving behaviour issues from happening, helping concentration and lessening stress and anxiety. Therefore, mindfulness is developed in 3 main ways:

- a) through the 'Calm Me' time in each lesson. This consists of breathing techniques, awareness exercises and visualisations, enabling children not to empty their minds but to quiet them and become aware of the activity within them and manage it positively. Teachers use a variety of different resources to deliver this in order to meet the needs of their class and to keep it fun and engaging.
- b) through the taught curriculum - lessons help children to explore their thoughts and feelings, to expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment.
- c) through the 'Pause Points' in lessons - which ask children to 'Stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.

Yearly Overview

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year. Each Piece has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development.

Term One focuses on 'Being Me In My World' which includes understanding my place in the class, school and global community as well as devising Learning Charters. This is extremely important at the beginning of the year to ensure rules and routines are set in place, furthermore pupils have a developing sense of purpose in their new environment.

Term Two is linked to the national anti-bullying week in which pupils learn to 'Celebrate Difference' including anti-bullying (cyber and homophobic bullying) and diversity work. Due to the diverse nature of our community this is relevant for all.

Term Three kick starts the new year with a focus on 'Dream and Goals' where pupils are encouraged and introduced to goal-setting, aspirations for yourself and the world and working together.

Yearly Overview

Term four focus on 'Healthy Me' which includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Term Five supports developing pupils' understanding of friendship, family and other relationships, conflict resolution and communication skills.

Term Six focuses on 'Changing me' which supports our age appropriate relationship and sex education in the context of coping positively with change. This also prepares pupils for changes they will be going through with moving up a year, meeting new friends, teachers, etc.

The Weekly Lesson

Jigsaw is completely child-focussed; this is reflected in the innovative way that lessons are structured, which also reflects understanding of the learning process.

Each lesson begins with a 'Calm me' activity that helps children gain awareness of the activity in their minds, relaxing them and quieting their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development.

The Weekly Lesson

'Tell me or show me' - is the next section of the lesson which is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

This is then followed by 'Let me learn' which follows Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning. This will often include activity for the children to complete such as a piece of drama, collaborative group work, poster etc.

SMSC (Spiritual, Moral, Social, Cultural) development
Every lesson contributes to at least one of these aspects of children's development.
This is clearly mapped throughout the school to show clear coverage.

Other links
In weekly assemblies SMSC links are made explicit. This is done through an Active Body Healthy Mind Assembly, A School and British Values Assembly and a 'Spiritual and Cultural' Assembly.
Opportunities to make links to School and British Values are sought when teachers plan lessons and events across the national and school curriculum.

How is the Subject Assessed?

PSHE, across the school, is assessed against the end of year expectations for each specific year group. The end of year objectives are produced from the specific PSHE learning intention for each lesson. At the end of each lesson teachers will input their judgement on O-Track - our online assessment tracker - to track the progress of our children.