

**“Encourage one another and build each other up”1 Thessalonians 5:11**

**ST MARGARET’S CE VA PRIMARY SCHOOL**

**PHSE**

**INTENT**

At St Margaret’s Primary School good relationships are fundamental to our ethos and success in being a happy, caring and safe school. We aim to ensure that everyone values each other whilst recognising we are all different. Our pupils learn the importance of personal, social and health education, emotional literacy, social skills and spiritual development.

The Education Act (2002) requires that we provide our children with a broad and balanced curriculum that “meets the needs of all pupils”.

We know that Spiritual, Moral, Social and Cultural Education (SMSC) must be promoted and that we have a duty of care to keep our pupils safe.

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society” Department for Education (DfE).

Our School Values: Respect, Responsibility, Thankfulness, Forgiveness, Perseverance and Truthfulness. Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens who can succeed in life. They also connect to the 6 units of works (puzzles) in Jigsaw that are Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

**The Department for Education (DfE) has stated**: *“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.”*

**The PSHE Association states** *“PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain…. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.”*

Therefore, we have adopted the intent as set out by Jigsaw, that clearly states: *“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 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 and focus.”

**IMPLEMENTATION (How is this being taught)**

We have chosen to use Jigsaw as it offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive manner. It is a fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Term 1: Being Me in My World

Term 2: Celebrating Difference

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing ME

**Every Piece has two Learning Intentions, one specific to Relationships and Health Education (RHE) and the other designed to develop emotional literacy and social skills.**

Puzzles can be launched with either a whole-school/class assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership). The lessons then split into 6 parts, all of which should (if time allows) be included in every session to ensure that the learning follows the optimum progression.

**Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

**Calm me** - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening 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. This underpins the mindful approach advocated in Jigsaw

**Open my mind** - This is designed to allow children to filter only the significant facts of the learning. Improving concentration and ultimately learning.

**Tell me or show me** - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**Let me learn** - Following 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.

**Help me reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

**IMPACT**

In order to be confident in the impact of PSHE, the leader will monitor the subject using scrutiny and moderation of outcomes. This may involve looking at the Jigsaw Journals and observing lessons. There will also be a need to carry out discussions with pupils as this is the only way of knowing exactly what the children feel is the impact on them of their learning. Age appropriate understanding of the issue is what leaders will be looking for and evidence that they can remember what has been taught – year on year as well as throughout their current academic year. We expect the knowledge to be cumulative as we follow a spiral curriculum.

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Learning should be assessed and assessments used to identify where pupils need extra support or intervention. Assessment in Jigsaw is both formative and summative. Activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-reflection which are noted in individual Jigsaw Journals.