**PHSE Intent**

PSHE or Personal, Social, Health & Economic education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.

We have carefully analysed our pupils’ backgrounds, life experiences and cultures and we know that the Jigsaw scheme will help our children to successfully meet the challenges in the next stage of their education and lives. It will, crucially, empower them to feel that their education has purpose and value. They will develop experiences in which they can be of service to the community and wider world.

The Jigsaw programme feeds into the whole school curriculum structure of ‘Self’ ‘Society’ and ‘Global’. It is designed as a whole school and mindful approach, preparing children from EYFS through to Y6 for life – helping them to know and value themselves, and to understand how they relate to other people in the world today.

Values are a crucial element of our curriculum and are woven into and alongside all Jigsaw lessons, along with our UNICEF Rights Respecting School articles. Lessons provide opportunities for children to discuss feelings and opinions of their own and others and to values alternative views to their own. Whole school and class assemblies enable teachers to recognise the qualities and values displayed by children by awarding certificates.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in PHSE. Pupils who have special educational needs and/or disabilities follow the Jigsaw programme with their peers. The programme has inclusivity as a key part of its philosophy. The lessons recognise each child as an individual and therefore the tools, resources and strategies within Jigsaw can be adapted to match best practice for supporting a range of needs. Puzzle pieces suggest creative learning activities which allow children to choose the media with which they work. Further support for differentiation is on the Jigsaw website.

Mindfulness practice is embedded in every lesson and this empowers children to regulate their own emotional states and choose their responses, which impacts positively on behaviour and self-esteem.

Jigsaw covers all aspects of the Programme of Study for PHSE, along with the statutory Relationships (RSE) and Health Education. The same 6 `Puzzle Pieces` are used in every year group and the content adapted and built on each year. Children revisit each Puzzle piece and build on prior learning whilst developing higher level thinking and deeper understanding of each of the 6 areas.

The main aims of the programme are to build children`s capacity for learning and equip them for later life.

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

By the end of EYFS children should have gained self-confidence and self- awareness. They should be learning to manage their feelings and behaviour and making positive relationships.

By the end of Primary school, children should know about:

* Families and People who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

Further details are given in the DfE Guidance for RSE/PHSE

Jigsaw covers each of these areas from EYFS – Y6 progressively.

Jigsaw provides a detailed skills and knowledge list for each year group, for each unit.

At the end of each unit, or Puzzle Piece, children`s emotional literacy, resilience and mental and physical health is nurtured and built upon. There is a positive impact on relationships and social skills.

Oracy is a key element of the curriculum and the development of vocabulary is paramount. Our PHSE scheme offers opportunity to talk, listen, discuss and converse with each other in every lesson.

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement and having learned something about themselves as a person. We teach lessons that ensure pupils have the opportunity to be creative, curious and to articulate their thinking, ideas and opinions whilst respecting those of others.

**Self - Confident individuals** – we teach lessons that offer opportunities for pupils to listen to and respect the opinions and beliefs of their peers whilst recognising that their own may be different yet no less valid.

**Society - Responsible citizens** – we aim to offer experiences which help them become resourceful learners who use their initiative, and make a positive contribution to society. Jigsaw units allow children to discover themselves and their unique talents, to explore their place in society and to practice respect and responsibility.

Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

**Global -** Cultural capital is a key feature within our schemes of work; children are exposed to a range of different people, past and present, who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind. The Jigsaw scheme introduces children to the lifestyles and cultures of a range of countries and people and encourages children to make comparisons and develop awareness of these similarities and differences, so increasing their knowledge as well as their capacity for empathy and understanding.

Reading is a vital skill and a key to the world to future success and this is prioritised within our curriculum.

Jigsaw offers opportunity for children to be involved in reading the `Calm Me` script. They also read the lyrics to the song attached to each unit as they learn it, and the text on any accompanying worksheets. Some lessons require children to do their own research and so reading is undertaken on laptops or ipads for this.

**Implementation**

At Bedford Drive Primary, we have a strong approach to supporting and training our staff. To help staff to continually improve their subject knowledge within PHSE, since September 2020 we deliver our lessons through the Jigsaw scheme. Staff have received CPD on how to do this most effectively. Links to SMSC and BV are inbuilt and throughout each unit.

We are determined that our pupils are taught by knowledgeable experts in the different subjects. Every member of staff is trained and those who are not experts are helped through planning meetings, shared teaching, courses and coaching to improve their subject knowledge. The subject leader has taught alongside staff when delivering the Changing Me unit which relates to RSE specifically.

We support and advise staff in how to demonstrate and explain the Jigsaw half termly units to pupils. Teachers use the structure of the lessons and resources to help them to develop pupils’ discussion and oracy; such as video clips, images and practical sessions.

Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson. The programme delivers the same 6 units from EYFS to Y6 which enables pupils to build on the knowledge and skills each year and to revisit, rehearse and revise key concepts.

The range of terminology/vocabulary used within the Jigsaw scheme is wide ranging and differentiated. Teachers ensure these are used accurately and not in a way which may be offensive or confusing. Children are encouraged to ask questions in every lesson so that misconceptions can be identified and addressed.

We implement PHSE and RSE through the Jigsaw scheme; key concepts are revisited and revised using strategies such as quizzes, games, online learning and recapping previous lessons.

Knowledge is further embedded through our themed weeks such as Anti-bullying week, Diversity week and Eco week, and in our whole school and class weekly assemblies which include Values, RRS articles and specific celebrations of people and festivals.

The assemblies also address common misconceptions such as what is a healthy relationship and what is an appropriate way to behave.

Pupils are encouraged in these lessons to think carefully and empathetically. They are given the opportunity to compare global and local lifestyles, beliefs and cultures and to accept differences in these.

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. Spiral knowledge is drawn out and skills progression within each unit, including the key vocabulary, is clear.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within PHSE/RSE. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected.

Lessons in each unit offer great opportunities for children to discuss, debate and present their ideas/opinions to each other and to their teacher. A growing awareness that we can have differences of opinion while still respecting each other means that self-confidence and acceptance of individuals increases.

Jigsaw offers opportunity for children to be involved in reading the `Calm Me` script. They also read the lyrics to the song attached to each unit as they learn it, and the text on any accompanying worksheets. Some lessons require children to do their own research and so reading is undertaken on laptops or ipads for this.

**Self - Successful learners** – we teach lessons that ensure pupils have the opportunity to be creative, curious and to articulate their thinking, ideas and opinions whilst respecting those of others.

**Self - Confident individuals** – we teach lessons that offer opportunities for pupils to listen to and respect the opinions and beliefs of their peers whilst recognising that their own may be different yet no less valid.

**Society - Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society. Jigsaw units encourage healthy relationships, lifestyles and mental health.

**Global** - Cultural capital is a key feature in our lessons. In each subject we teach pupils about a range of famous and not so famous people who have made a significant contribution to the world.

At Bedford Drive we feel that it is essential that we prepare our children for the future world that they will be living in. Through the Jigsaw scheme that we follow, children will be exploring the units:

Autumn 1 – BM (**Being me in my world)**

Autumn 2 – CD (**Celebrating difference)**

Spring 1 – DG (**Dreams and goals)**

Spring 2 – HM (**Healthy me)**

Summer 1 – RL (**Relationships)**

Summer 2 – CM (**Changing me)**

 In health and well-being sessions, children will be learning not only how to keep their body healthy but also their mental health. They will be exploring strategies such as Mindfulness and relaxation.

In the Summer 2 term our unit `Changing Me` looks at puberty, changes in our body, starting periods and the growth and development of a baby in the womb.

Our sex education is taught through our Science curriculum where children learn about the reproduction of animals and plants.

For safeguarding reasons, from EYFS to Y6 children are taught the correct names of parts of the body.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning and short-term interventions. The Jigsaw scheme, through its spiral design and repeated units each year, ensures knowledge is taught and remembered through repetition and age-related progression.

Our tracking system, Insight, allows staff to assess systematically what they children know as the unit of PHSE work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support in a specific area and incorporate this into planning. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/ lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the PHSE curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent; ready to tackle any challenge that they may face. Our curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met. Our PHSE lessons provide an opportunity to safely express views and ask questions in relation to areas which are of significant importance to the children of Bedford Drive.; to learn about key issues which affect them in their present and future lives; to improve relationships with others; improve attitudes to health; the ability to deal with personal difficulties and to improve classroom and playground behaviour.

Our full and rich PHSE curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their learning. Our PHSE lessons teach children their place in the world, about the wonder of differences in people everywhere, that it is important to have dreams and goals, to nurture relationships and make them stronger, to keep our bodies and minds fit and healthy and to understand and enjoy the changes in ourselves as we age and grow.

**Confident individuals** – PHSE teaches our children to understand situations from another perspective and to appreciate alternative views and opinions. It allows them to feel reassured in their own views whilst understanding and tolerating others`. They feel confident and able to `have a voice` without fear of judgement.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo.