

Intent

- We follow the Jigsaw approach to teaching PSHE, which includes everything needed for us to cover the curriculum in line with section 78 of the Education Act 2020.
- PSHE is central to our curriculum at Pearson. Jigsaw aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community.
- Pupils will learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning.
- The Jigsaw programme is comprehensive and progressive in the coverage of key concepts. Children will have relevant learning experiences to help them navigate their world, and to develop positive relationships with themselves and others. Emotional literacy, building resilience, and nurturing mental and physical health are prioritised through this scheme, ensuring our children develop emotional awareness, concentration and focus.
- Our PSHE curriculum aims to ensure that all our children learn the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.

Implementation

The Jigsaw programme consists of six half term units of work. Every unit has two learning intentions, one specific to Relationships and Health education (PSHE) and the other designed to develop emotional literacy and social skills.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Through to Year 6 (annual cycle)	Being Me in My World Includes understanding my place in the class, school and global community as well as devising Learning Charters	Celebrating Differences Includes anti-bullying and diversity work	Dreams and Goals Includes goal setting, aspirations for yourself and the world, and working together	Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices	Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills	Changing Me Includes sex and relationships education in the context of coping positively with change and includes age appropriate sex education

The PSHE programme is further developed through:

- Anti-bullying awareness
- Online safety teaching
- Liaison with outside agencies (School nurse, dentists)
- Children's University
- Mental health awareness days

Impact

- To be successful independent learners, children need regular opportunities to reflect on and identify what they have learned.
- Evidence of this learning will be recorded within pupils' books, however the personal nature of PSHE means that it is possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.
- Leaders will monitor the quality and impact of the PSHE Curriculum through looking at books and pupil voice, to assess the extent to which pupils know more and remember more.

SEND

Our ambition is for all of our pupils to access the full PSHE Curriculum. These pupils will be supported to provide them with full accessibility to the PSHE Curriculum. Pupils will have access to adapted work to allow them to work with increasing independence in their PSHE lessons.

Sequence – Unit

- There are six puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year. Each puzzle has six pieces (lessons) which work towards an 'end product'. Each piece has two learning intentions: one PSHE specific; and one based on emotional literacy and social skills development. The whole school work on the same puzzle at the same time, meaning that each puzzle can be launched with a whole school assembly and learning can be celebrated by the whole school in a meaningful way.

Sequence – Lesson

- Share the Jigsaw Charter
- Connect us – a game that is fun and inclusive to build social skills
- Calm me – to help children gain awareness of the activity in their minds
- Open my mind – a question may be posed to improve their concentration and learning
- Tell me or show me – new information, concepts and skills are introduced
- Let me learn – the new information is made relevant to them
- Help me reflect – children are encouraged to reflect on their learning experiences and progress