



PSHE at Wragby Primary School **Intent, Implementation and Impact**

"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 and focus." PSHE Jigsaw Scheme.

Intent

Our intention at Wragby Primary School is that every child leaves with the knowledge, understanding and emotions required to be a positive and successful member of today's society. We want our children to have an active and positive part in the diversity of the modern world, believing that anything is possible if they have high aspirations and a belief in themselves. Our PSHE curriculum develops learning and skills that prepares the children to be respectful and responsible global citizens now, but also in their future role within their wider community. It is essential that children are aware and learn how to deal with our ever-changing world, to ensure good mental health and wellbeing. Jigsaw promotes the spiritual, moral, cultural, mental and physical development of pupils, in addition to the Relationships and Sex Education coverage that enables our children to learn how to understand, be safe and develop healthy relationships in the present and their futures. The Jigsaw PSHE curriculum feeds directly into our whole school ethos, safeguarding and community environment at Wragby where we are, *'Growing Together.'* We promote and celebrate each Puzzle Title (Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me) within our whole school assemblies, which launch each Puzzle Title at the start of each half term and contain an original Jigsaw song.

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."

Implementation

All pupils at Wragby Primary School are taught PSHE using 'Jigsaw', which is a spiral, progressive scheme of work, which aims to 'prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world.' There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

PSHE is taught through Jigsaw's six half termly title themes with each year group studying the same unit at the same time (at their own level, building sequentially throughout the school year):

Autumn 1: Being Me in My World

Autumn 2: Celebrating Differences

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)



It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of our school. In addition to this coverage, Wragby Primary also holds an annual fundraiser for Young Minds to support 'Mental Health Awareness Day' in October, and take part in 'Odd Socks Day' each November, to visually represent a stand against bullying and discrimination. At Wragby Primary School, we also offer ELSA sessions

provided by ELSA qualified Teaching Assistants as well as Play Therapy provided by a Registered, Qualified Play Therapist.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children. This supports both our school and PSHE aims and values.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to externalise the school values. Wragby Primary School has an active (democratically voted) School Council which includes pupils from KS1 and KS2 classes. During our weekly celebration assemblies awarding academic achievements, we also encourage sports and other awards to be celebrated during this whole school time.
- Whole school assemblies are linked to PSHE, British Values and our school values and cultural and religious themes. All whole school assemblies have an act of collective worship.
- Jigsaw PSHE, British Values and our school values displays are evidenced throughout school to reinforce the PSHE curriculum enabling children to make links.

Each puzzle piece has two Learning Intentions for each lesson, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green). Knowledge Organisers for each unit can be found in each pupil's PSHE folder. Each classroom also has a 'floorbook' which includes a piece of evidence per unit. This moves with the class at the end of each academic year, to build on their learning journey and allow for reflection of progressive coverage per Piece.

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 are included in every session to ensure that the learning follows the optimum progression:

- 1.) **Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' encourages 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.
- 2.) **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 encourage 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.
- 3.) **Open my mind** - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson).
- 4.) **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.

5.) **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 stop and consider whether what they are learning may be particularly meaningful to them).

6.) **Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children. In addition to this, teachers have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where necessary.

Impact

- Termly pupil and teaching staff voice questionnaires
This can ensure that impact matches intent across the whole school community.
- Frequent conversations with staff delivering PSHE to ensure fidelity in the Jigsaw approach and consistency across assessment indicators.
- Termly scrutiny of 'floorbooks' and pupil folders across the whole school undertaken by Wragby Primary's PSHE subject lead.

Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch subsequent lessons, and 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 aged six and over the opportunity to identify areas for self-improvement.

My Jigsaw Learning	Being Me in My World - Piece 1	Ages 5-6
Name		
I know how to use my Jigsaw Journal.		
I feel special and safe in my class.		

Year 1 Example

Jigsaw		Page 1 - Being Me in My World (Piece 1)	Page 2 - Being Me in My World (Piece 2)
Name			
Age			
Gender			
Class			
Teacher			
Parent			
Headteacher			

Year 4 Example

The teacher can also use a 'best-fit' approach using the 'Summative Assessment' indicators to decide whether each child is working towards, working at or working beyond for that Puzzle. Examples can be seen below for Year 1 and Year 4 for the first half term's coverage to support teacher judgement.

WORKING TOWARDS	
I like being in my class because I have friends.	
I am a good friend.	

WORKING AT	
My class is happy and safe because we have a Learning Charter to help us, and we have kind teachers.	
I make the class happy because I am kind to other people. My teacher makes the class safe by looking after us.	

WORKING BEYOND	
It isn't fair when people are unkind to each other because it stops them from working. We all have a right to learn.	
Our Learning Charter helps everyone make the right choices and be responsible.	

These are examples of the style of answers that children may write/find say in response to Piece 1 in particular. The content could be different.

WORKING TOWARDS	
A team will decide which jobs will be done by which people. In my school we have a Headteacher who makes all the decisions with the teachers. My class contributed to the Learning Charter so our class were listened to.	
It is important to be listened to so that we feel valued and part of the school. I feel special because I am listened to.	

WORKING AT	
Listening to others is an important part of being a team that works well together. If everyone has their say then a decision can be made. It is hard to listen to each other some people might feel left out and their feelings will be hurt.	
Democracy is important because everyone has the right to say what they feel and believe. If we didn't have democracy people might feel 'left out' and feel they don't have choices.	

WORKING BEYOND	
My advice for 'Strange Group' would be:	
- First elect a leader. By having a vote. - Agree that the leader can make final decisions but everyone has to be able to have their say first and then have a vote on it. If the vote is tied then the leader gets to choose. - If someone's idea isn't chosen they have to agree to go along with the idea that has been chosen and play their part in the team. That would be the responsible thing to do for the team.	
Democracy is an important Human Right, like the right to be listened to (Article 12). In some countries there isn't a democracy and the children there don't have as many choices and opportunities like I have. Being listened to is fair. The final decision might not be what the person wanted or thinks, but if they have had their chance to say then it is easier for them to accept the decision.	

