

IMPLEMENTATION

We have chosen an award-winning scheme “Jigsaw” to implement our PSHE/RSE curriculum. 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.

WHOLE SCHOOL TERMLY THEMES/PUZZLES

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



AUTUMN 1

Being Me In My World:

- A sense of belonging
- Welcoming others
- Building the positive and nurturing ethos of the class/school
- Being part of a school community, a wider community, a global community
- Rights (UNCRC) and responsibilities
- Working and socialising with others
- School Council and pupil voice
- The Learning Charter: rights, responsibilities, rewards and consequences.

AUTUMN 2

Celebrating Difference:

- Similarities and differences – diversity
- Appearance, disability, racism, power, friendships, conflict
- Accepting everyone’s right to ‘difference’, regardless of their circumstances or choices
- What is ‘normal’?
- Bullying – what it is and what it isn’t, including cyber and homophobic bullying.

SPRING 1

Dreams and Goals:

- Hopes and dreams
- Goals to success
- Learning and personal strengths
- Challenges – team work skills and tasks
- Overcoming obstacles
- Enterprise and fundraising
- Experiencing and managing feelings of pride, ambition, disappointment, success
- Aspirations – jobs and careers
- Dreams and goals of others in different cultures/countries
- Dreams for the world.

SPRING 2

Healthy Me:

- Emotional health (Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress)
- Physical health (Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

SUMMER 1

Relationships:

- Families
- Friendships
- Love and Loss, memories, grief cycle
- Pets and animals
- Safeguarding and keeping safe
- Attraction
- Assertiveness
- Conflict
- Own strengths and self-esteem
- Cyber safety and social networking
- Roles and responsibilities in families
- Stereotypes
- Local and wider communities

SUMMER 2

Changing Me:

- Life cycles
- My changing body and puberty
- How babies grow, growing from young to old
- Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Change and accepting change
- Looking ahead, moving/transition to secondary.

LESSON STRUCTURE

Every lesson has two Learning Intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills. Each year group studies 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 are 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. Connectivity is thought to be a key contributor to wellbeing.

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 - 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). If we do this well, it will enable children to filter

out activity around them not significant to this learning intention, thereby improving concentration and 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).

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.

IMPACT

1. Build children's capacity to learn across the whole curriculum
2. Equip them for life (in an ever-changing world)
3. Children will see value in being a good citizen and want to contribute to their community (school and local)
4. Children accept and celebrate difference building self-esteem in their own uniqueness.
5. Develop aspirations to be the best they can be and build resilience to carry on despite setbacks.
6. Understand how to be physically and emotionally healthy and know how to improve their own physical and emotional health through taught strategies.
7. Know what a healthy relationship looks and feels like and know how to stay safe online
8. Understanding and managing change in school and when growing older.

