

Boutcher C of E Primary School Subject Story PSHE & Relationships



Intent

At Boutcher, we use the Jigsaw programme to embed a mindful, well-being-based approach to our PSHE teaching. Our aim is for our children to have the knowledge, skills and understanding to live confident, healthy and independent lives so that they are able to become informed, active and responsible citizens. We want the skills to transcend into their wider curriculum and their own lives and inform their choices, attitudes, build resilience and equip them to see themselves positively. Our PSHE teaching helps children to stay safe and healthy, whilst preparing them to make the most of their lives and work ahead of them. We believe that, to be effective, Relationships Education must be taught within the broader PSHE education programme.

Our PSHE and Relationships Education Teaching gives our children opportunities to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active learner
- Be active citizens in their local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw's place in our school curriculum is a priority and contributes to our whole school, the ethos of the school and our wider community.

The Jigsaw scheme 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 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."

Implementation

At Boutcher, pupils are taught PSHE and Relationships Education as a whole-school approach using The Jigsaw Programme. To ensure progression and a spiral curriculum, Jigsaw gives a mindful approach to PSHE. Having this as our chosen teaching and learning programme enables us to tailor to the needs of our school and local community. The Jigsaw teaching programme meets the statutory Relationships and Health Education requirements. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Jigsaw covers all areas of PSHE for Primary schools, including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships Education in the context of coping positively with change

At Boutcher, PSHE lessons are taught discretely every week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Every Jigsaw lesson has two intentions, one specific to the PSHE (purple) and one which is designed to develop emotional literacy and social skills (green) Children are made aware of these during each lesson and self-assess against them.

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.

The lessons then split into 6 parts, all of which should 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 – 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.

These explicit lessons are reinforced and enhanced in many ways:

-Assemblies and collective worship

-Praise and rewards

-Links in other curriculum subjects/areas of learning

-Links with books and life experiences, through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in our school community.

Class teachers deliver the weekly lessons to their own classes.

We will often take part in workshops or activities relating to national events or School events/themes such as:

-Anti-Bullying Week

-Children's Mental Health Week

-Health and Fitness Week

-E-safety awareness day

-Charity and local community events

Impact

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation.

Children will be encouraged to talk about and reflect on their own experiences and opinions and record work in the 'Jigsaw Journal'.

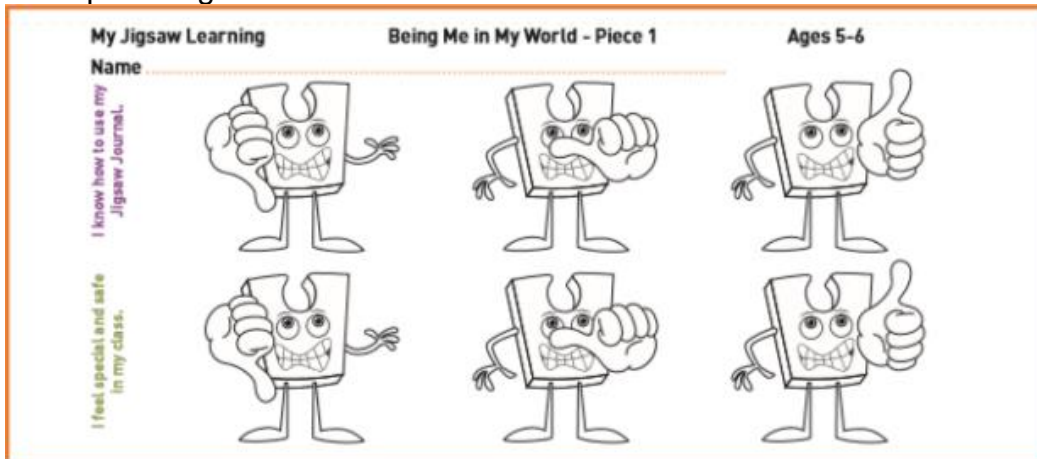
The PSHE Subject Leader will monitor and delivery the teaching of PSHE and Relationships Education through observations and discussions with teaching staff to ensure a consistent and coherent curriculum is being provided. CPD and teaching materials are provided by Jigsaw.

Pupils at Boutcher have discussions in class, record work, individual, paired and group work, complete questionnaires and discuss with their teacher for us to determine the positive learning and the standard in PSHE and Relationships Education in school.

In order to ensure we are confident with the impact of the PSHE teaching, teachers will regularly analyse the written outcomes from children and follow up accordingly, adapt the next lesson if necessary and ensure that children are ready for the next stage of Jigsaw. Teachers have time to carry out discussions with children and identify their thoughts and feelings about the impact of the PSHE teaching.

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 and plan 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 from Year 1 to identify areas for self-improvement through self-assessment after each lesson.

Example of Jigsaw Journal self-assessment:



Through questionnaires, we gain an insight into pupils' voice in relation to PSHE teaching and learning. This often allows teachers to get a clearer picture of a child's their inner thoughts and feelings, giving us areas of learning that we need to follow up on or give children further opportunities to explore or if a child/group of children require support, intervention or mentoring sessions.

We have the same high expectations in PSHE as we do in other curriculum subjects and place important on drawing on pupils' prior knowledge and experiences in previous year teaching, current year teaching in other subjects and their personal lives.

Data from questionnaire completed by Year 5 and 6 children:

Year 5	Strongly agree	Agree	Disagree	Strongly disagree
The activities in our PSHE lessons are interesting and engaging	54%	46%	0	0
I feel that what we are doing in PSHE lessons is helping me feel positive	54%	39%	7%	0
	Yes		No	
Do you feel that you have someone in school you can go to if you feel unsafe or need to speak to?	93%		7% (The children that answered no, stated they would rather talk to their friend.)	

Year 6	Strongly agree	Agree	Disagree	Strongly disagree
The activities in our PSHE lessons are interesting and engaging	66%	34%	0	0
I feel that what we are doing in PSHE lessons is helping me feel positive	40%	57%	3%	0
	Yes		No	
Do you feel that you have someone in school you can go to if you feel unsafe or need to speak to?	90%		10% (The children that answered no, stated they would rather talk to a best friend or friend.)	

What can I expect to see in a PSHE lesson at Boutcher?

Children have a discrete PSHE lesson weekly and in a whole class context where all children are engaged and where all children have access to the learning. Inclusion may be supported through word banks, pictures and visual aids to enhance the learning experience of children with additional needs.

-Continuity of learning between year groups – each class will be exploring the same ‘piece’ of the jigsaw at the same time, in a way that is appropriate for their year group. This encourages connections to be made for the children between their previous and current learning.

-Opportunities for mindfulness – every session begins with an opportunity for the children to practice mindfulness, so that they continue the session feeling calm and prepared. This may vary between year groups, but tends to consist of a breathing activity or a mindfulness script, ‘Calm Me’. The mindfulness opportunities also help to provide the children with their own strategies for managing their wellbeing.

-The use of vocabulary surrounding wellbeing and social and mental health – Children are able to use vocabulary independently during their lessons and around the school that promotes and develops their understanding of wellbeing and facilitates the normality of its usage.

Examples of our outstanding learning Year 6 PSHE



We worked in small groups to choose a charity that we would like to raise money for. Then we planned a fundraiser.

Akira, Glory and I worked together to think about how we can make people with dementia, take their minds off all the chaos and give themselves a little treat.

My next learning step would be to raise enough money and give it to a hospital, so that they can help people with dementia.

We chose this charity as it is quite close to my heart, because, unfortunately my great nan suffers with dementia. – Beau



What voice do pupils have?

- Each morning and after lunch, children identify which ‘zone’ they are in, relating to the zones of regulation chart used throughout the school. Adults follow up children feeling a range of emotions that may impact their ability to complete work successfully.

- There are children will allocated time with a mentor (either 1:1 or small group session) where they have the opportunity to talk through their feelings, promoting the importance of positive well-being
- Children share their responses in PSHE lessons, by holding the Jigsaw piece for their year group.
- Teachers check and initial each piece of PSHE work recorded in a child’s Jigsaw journal and follow up with safeguarding concerns or areas of development accordingly.

Examples of pupil voice

‘Jigsaw Jack is our Jigsaw piece. I like PSHE lessons because they’re fun and everyone gets the chance to share something.’ Year 1 child

‘I like telling my friends and my teacher how I feel. My teacher always listens to me and if I feel sad, she cheers me up. I know that it is ok to express my emotions to adults in school.’ Year 2 child

‘PSHE lessons give me the opportunity to express my feelings in a safe classroom. Jigsaw Jaz is our Jigsaw piece and everyone gets the chance to share and express their feelings in their own way when they hold the puzzle piece.’ Year 4 child

How do children’s skills progress?

An example of skills progression from Year 1 – 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World <small>Taught Knowledge</small>	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead 	<ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others’ feelings Know that others may hold different views Understand that they are important Know what a personal goal is Understanding what a challenge is 	<ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how to face new challenges positively Understand how to set personal goals Know how an individual’s behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> Know about children’s universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Know how to set goals for the year ahead Understand what fears and worries are Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process

What successes were there in the last few academic years?

-Children use and apply aspects of learning from PSHE in a range of other subjects, activities and also experiences outside of school.

-PSHE is closely linked to the English texts used within the school to explore themes such as love, friendship, kindness, fear and bravery and culture and identity.

Autumn 1: Being Me In My World

Year 1 English text



Year 6 English text



-PSHE is linked with PE where children are encouraged to have healthy minds as well as healthy bodies and to make sensible lifestyle choices, being active and being safe and healthy.

-RE and collective worship explore themes that are at the heart of PSHE teaching

What are the priorities in PSHE?

- To develop and maximise opportunities for cross curricular links and links to whole school events and community events e.g. Comic Relief
- To develop calming and mindfulness strategies as a part of the PSHE lesson as well as used in collaboration with the zones of regulation methods used in school