

Subject on a page:

P.S.H.E.

At Hurst Green Primary School, we believe Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils **develop the knowledge, skills and attributes they need to manage their lives, now and in the future**. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain.



Intent—We aim to...



Support pupils to build social skills & grow their emotional literacy



Nurture pupils' positive relationships with themselves & others & focus on mental health



Build skills, attitudes, self-esteem, resilience and confidence



Provide whole school opportunities, e.g. weekly celebrations, music & songs, to reinforce curriculum work



Provide RSE through 'Big Talk' in an age-appropriate, sensitive way

Implementation—How do we achieve our aims?

At Hurst Green, we follow the Jigsaw PSHE programme from EYFS to Year 6. Each term the focus is the same across school and weekly assemblies and class-based lessons support this.

### Half termly focus

Each year, the Jigsaw schedule is the same with each of the following 'puzzle pieces': Being Me in my World, Celebrating Difference, Dreams & Goals, Healthy Me, Relationships & Changing Me. It is progressive; the lesson content builds upon previous years so the pupils get a well-developed PSHE programme.

### Assemblies

Each week, there is a weekly jigsaw celebration assembly, which is organised and delivered by the two Assistant Headteachers. The weekly assembly introduces the focus for the week and provides a starting point and 'food for thought' for the subsequent class work. Pupils also listen to the song associated with the half-termly focus and have quiet reflection time.

### Lesson format

Each lesson starts off the same way with 'The Jigsaw Charter', a set of guidelines for pupils to follow. Depending on the lesson, pupils will then take part in different activities, such as 'Calm me', 'Connect us', 'Open my mind', 'Tell me or show me', 'Let me Learn' and 'Help me Reflect'.

### Class books

Instead of every pupil recording their work/reflections in their own book, classes have a 'Class Book' where work, reflections, photographs and other activities are displayed. This allows for more discussion and thinking to take place. Books are vibrant and colourful and provide a fantastic showcase for each puzzle piece



# Implementation (continued)

## Monitoring

During the year, PSHE leads have reviewed class books and provided guidance for any teachers who required it, sharing good practice. Going forward, PSHE will be reviewed by subject leaders and SLT on a yearly basis, with a full report of the positives and areas for improvement detailed.

## Vocabulary

As in all other subjects across school, vocabulary is planned very carefully to build upon prior knowledge year after year with reinforcement of key terms. Teachers know when pupils will have met key terminology previously which helps them to make links.

## Assessment Tools

## Feedback

Feedback in PSHE is different to other subjects as there is likely to be no right or wrong answer. Instead, feedback is in the form of extending discussions, asking & answering pupils' & teachers' questions and delving deeper into areas, when required. Teachers may give some overall feedback in the class books if appropriate.

## RSE Curriculum

Alongside Jigsaw, our RSE programme in school is run by a company called 'Big Talk'. Every year, we have a 'Big Talk' day, where the team come in and deliver the RSE curriculum in groups from EYFS to Year 6. There is also a parents' meeting beforehand so parents can find out more about the programme. Again, vocabulary builds up year on year to provide pupils with the correct terminology to talk about this important area.

## Pupil Tracking

At the end of each puzzle piece, teachers assess the pupils against one of the key objectives. Teachers highlight if a pupil has not yet met, met or exceeded the objective. This then gets passed onto subsequent teachers to address if required.

## Staff CPD

During the first year of implementing Jigsaw, subject leaders ran a CPD session to introduce the next 'piece' as well as detailed training at the start of the year. This ensured that staff were fully aware of how best to deliver the programme. Going forward, regular updates and ad hoc training will take place.

*Impact: How will we know we achieved our aims?*



Pupils leave Hurst Green as emotionally literate individuals

Pupils have an awareness of their own mental health and how to make positive changes

Pupils are resilient and confident with high levels of self-esteem

Pupils can confidently talk about growing up using the correct terminology

Staff have been upskilled and feel confident in teaching sensitive subject matter

Parents are happy that Hurst Green are preparing their children well for the next stage of their life