

### 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

time.

Throughout each half term, there are jigsaw assemblies, which are organised and delivered by the two Assistant Headteachers. The assembly introduces the focus for the unit 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 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

# mplementation (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.

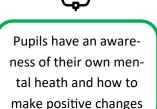
# Assessment Tools

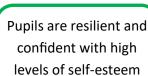
## Feedback

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.



**Pupils leave Hurst** Green as emotionally literate individuals







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.



Pupils can confidently talk about growing up using the correct terminology



Staff have been up-

tive subject matter

skilled and feel confi-

dent in teaching sensi-



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