

PSHE AND RSE

INTENT – WHY are we teaching this?

It is our aim at St James and St John Church of England Primary School to encourage children to understand and value how they fit into and contribute to the school community, the wider community and the world – equipping them with the skills to face the 21st Century and leave us as good and caring citizens.

Through the engaging activities delivered via our Jigsaw scheme of learning, children will build their resilience and gain an understanding of emotional literacy, nurturing both their mental and physical health. Children will develop their emotional awareness, concentration and self-regulation through the mindfulness elements of the lessons, enabling them to prosper academically, socially and emotionally.

The school values of kindness, respect, collaboration, resilience, aspiration, courage and friendship are supported throughout the scheme of learning and it is our intent that these are integral to our aim of encouraging children to develop their social and moral code. These Christian school values are what we live and breathe within our school and are incorporated into our learning opportunities.

Here, at St James and St John Church of England Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

IMPLEMENTATION – HOW is this being taught in the classroom?

At St James and St John Church of England Primary School, we take a mindful approach to PSHE and RSE, and our curriculum is delivered via the Jigsaw scheme of learning. This is a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic 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 and Sex Education in the context of coping positively with change

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) 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 split up into six parts:

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

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. The summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations.

At St James and St John Church of England Primary School we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit

lessons are reinforced and enhanced in many ways: Collective worship, praise and reward system, 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 the school community.

IMPACT – WHAT is the effect?

The impact of our PSHE and RSE teaching is evident in school life as a whole – in the children's behaviour, their attitudes to learning and their respect, care and understanding for themselves and of others.

Having followed the Jigsaw scheme of learning throughout their learning journey at St James and St John Church of England Primary School, children will leave having gained the necessary skills to play an active, positive and successful role in today's diverse society - enabling them to flourish and prosper long after they leave our safe, supportive and nurturing environment.

They will:

- ✓ Be able to approach a range of real life situations and apply their learned skills to help them navigate themselves through life
- ✓ Be on their way to becoming healthy, open-minded, respectful, socially and morally responsible members of society
- ✓ Appreciate, respect and embrace difference and diversity
- ✓ Be able to understand and manage their emotions
- ✓ Be able to understand and look after their mental health and well-being using learned strategies
- ✓ Be able to develop positive and healthy relationships with their peers both during their school career and in the future
- ✓ Understand the aspects involved in RSE at an age appropriate level
- ✓ Respect themselves and others and demonstrate respectful behaviour
- ✓ Have a positive self esteem