

PSHE

What are the aims and purpose of this subject?

PSHE at Oswald Road has a whole-school focus on mindfulness. We aim to build children's capacity for learning and equip them for life. Our aim is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We aim for children to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

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

Jigsaw PSHE allows and teaches with our school vision in mind. We aim for the schools visioning words to be embedded into the school ethos and reflected in children's behaviour. Our visioning words link to many areas of our curriculum.

1. Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters RESPECTFUL CREATIVE SELF CONFIDENT WELL ROUNDED

2. Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work RESPECTFUL RESILIENT COMPASSIONATE
3. Dreams and Goals - Includes goal-setting, aspirations, working together to design and organise fund-raising events INSPIRED TO LEARN INDEPENDENT ASPIRATIONAL
4. Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices HAPPY SELF CONFIDENT RESILIENT WELL ROUNDED
5. Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills HAPPY SELF CONFIDENT RESILIENT COMPASSIONATE WELL ROUNDED
6. Changing Me - Includes Sex and Relationship Education in the context of looking at change RESPECTFUL SELF CONFIDENT HAPPY

As a UNICEF Rights Respecting school, we ensure that children gain an understanding of both their rights and responsibilities as a child. They use this knowledge to learn how to respect differences between others and become involved in the life of their local and global community. We try to link lessons to our Rights where appropriate.

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"*.

Through PSHE lessons we aim to promote and reflect British Values in all that we do. We pride ourselves on a whole school approach to promoting the spiritual, moral, cultural and social development of our pupils. British Values particularly links to our Celebrating Difference and Being Me in My World.

As a school, we are currently working on achieving our Rainbow Flag Award (LGBT+). We have achieved 2 out of 6 areas so far. LGBT aspects of the curriculum are covered in our 'Celebrating Difference' unit. As a school we aim to integrate our Rainbow Flag work within many areas of the curriculum.

What are the National Curriculum requirements for this subject?

PSHE lessons for EYFS cover the appropriate areas in the Development Matters documents. Jigsaw 3-11 offers 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.

We use the Manchester Healthy Schools Growing and Changing curriculum and also additional resources such as the NSPCC pants unit of work when appropriate.

PSHE is taught across the school from FS1- Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme.

There are six Jigsaw units that every year group will cover each half term:

Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters

Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Dreams and Goals - Includes goal-setting, aspirations, working together to design and organise fund-raising events

Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Changing Me - Includes Sex and Relationship Education in the context of looking at change

From September 2020 there are some changes being made to the PSHE curriculum with the introduction of SRE. As a school we have already begun to make changes with the introduction of SRE into our 'Changes' unit in the curriculum. Whilst the Sex Education aspect will not be compulsory, the health and relationship aspect will be.

"The aim of these subjects are to support all young people to be happy, healthy and safe, equipping them for life as an adult in British society." (gov.uk)

How is this subject's curriculum organised?

PSHE is taught weekly by each class. The whole school from Nursery up to Year 6 follow the Jigsaw curriculum. Each of the six units have the same title each half term so the whole school focuses on the same topic. However, this is taught on the day and time chosen by the class teacher. Some year groups may choose to block all lessons for one half term into a day. Work is to be recorded on seesaw/tapestry weekly, with an objective and small selection of work/photos as an example.

However, lessons show progression as children move up the school. (see below an example of how lessons progress)

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	-Seek out others to share experiences. Show affection and concern for people who are special to them. -Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
Y1	Piece 4 Boys and Girls Bodies	-Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. -Respect my body and understand which parts are private.
Y2	Piece 4 Boys and Girls Bodies	-Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. -Tell you what I like/don't like about being a boy/girl.

Y3	<p>Piece 1 How Babies Grow</p> <p>Piece 2 Babies</p> <p>Piece 3 Outside Body Changes</p> <p>Piece 4 Inside Body Changes</p>	<p>-Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. -Express how I feel when I see babies or baby animals.</p> <p>-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. -Express how I might feel if I had a new baby in my family.</p> <p>-Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -Identify how boys' and girls' bodies change on the outside during this growing up process. -Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>-Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. -Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
Y4	<p>Piece 2 Having A Baby</p> <p>Piece 3 Girls and Puberty</p>	<p>-Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. -Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>-Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. -Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
Y5	<p>Piece 2 Puberty for Girls</p> <p>Piece 3 Puberty for Boys and Girls</p>	<p>-Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. -Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>-Describe how boys' and girls' bodies change during puberty. -Express how I feel about the changes that will happen to me during puberty.</p>

	Piece 4 Conception	<ul style="list-style-type: none"> -Understand that sexual intercourse can lead to conception and that is how babies are usually made. -Understand that sometimes people need IVF to help them have a baby. -Appreciate how amazing it is that human bodies can reproduce in these ways.
Y6	Piece 2 Puberty Piece 3 Girl Talk/Boy Talk Piece 4 Babies – Conception to Birth Piece 5 Attraction	<ul style="list-style-type: none"> -Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. -Express how I feel about the changes that will happen to me during puberty. -Ask the questions I need answered about changes during puberty. -Reflect on how I feel about asking the questions and about the answers I receive. -Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -Recognise how I feel when I reflect on the development and birth of a baby. -Understand how being physically attracted to someone changes the nature of the relationship. -Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every session and throughout. This approach enables children to identify their feelings and emotions and regulate their own behaviour from the start.

Lessons include a variety of activities such as whole class discussions, circle time activity, role play, team games, written record, posters etc. Evidence is recorded and uploaded on Seesaw each lesson.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

We sometimes hold focus/enrichment days for this subject and are due to hold a focus on LGBT for a day. This would be a day where all classes in school would focus on LGBT for the whole day. This could include assemblies, visitors, creative activities, writing/maths/topic linked to LGBT. This differs from our usual PSHE lessons as it enables the children to become fully immersed in specific area for one day.

There is a big focus on mental health and well-being in school and school has held wellbeing enrichment weeks for both staff and children. The well-being weeks may include 1 or 2 lessons or activity a day linked to well-being. Extra events such as cake sales, longer break times, extra time to focus on mindfulness would take place during these weeks. Children have the opportunity to ask questions discretely using bubble boxes and also have the opportunity to talk to members of staff out of class time during 'talk time'.

Why is it organised like this?

By teaching using the Jigsaw curriculum we are ensuring all National Curriculum requirements are fulfilled. We also adapt lessons on an ongoing basis to reflect current issues in our school or community. Children are also exposed to a curriculum that includes aspects of the Rainbow Flag award.

As a school we teach PSHE on a weekly basis to ensure children have the opportunity to have a time when they can be calm and talk in an open and honest way. If there are any current issues in school or the community, this allows teachers to address any concerns straight away.

Enrichment days enable specific topics to be explored in great detail. We have found these days to be particularly effective as the whole school has the same focus for a whole day and it creates a real buzz around school. Involving parents and visitors in these days to share their knowledge creates a great sense of school community.

As a school we sometimes need to adapt specific lessons. This is to address any current issues that may need focus work. We have chosen to focus on the Rainbow Flag Award because as a school we are part of a very diverse community and feel it is important to reflect our school community and families.

How are knowledge, understanding and skills developed in this subject?

See jigsaw overview on the school website or curriculum overview for objectives for each year group.

What does this subject look like...

in lessons?	in books / Seesaw?	in the environment?
<ul style="list-style-type: none"> -Whole class discussions -Talk partner work -Role play -Hot seating -Group work -Questions surrounding topics -Practical activities -Written work -Posters 	<ul style="list-style-type: none"> -Some lessons have written outcomes -Most lessons have photographs or videos uploaded on to seesaw/tapestry -Audio clips can be used for some evidence 	<ul style="list-style-type: none"> - Rights respecting displays - School council display - LGBT display - Star of the week display - Positive quotes around school

How is this subject resourced?

Each year group have a hard copy of planning of the 'Jigsaw' scheme. However, some units have been updated and are available on the school system. Planning and resources for lessons are also stored electronically. Each year group has a soft jigsaw toy and a chime bar to be used in PSHE lessons.