



## PHSE

Our PHSE (personal, social and health education) follows the all-inclusive Jigsaw Scheme of work from Foundation to Year 6.

Jigsaw brings together PSHE, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development alongside British Values. It is designed as a whole school approach, with all year groups working on the same theme at the same time at their own level.

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

### Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future.

Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of teamwork and seek leadership opportunities within the school gates and their local community.

### Implementation

The overview for Jigsaw scheme of work is summarised below:

**Being Me in My World** – covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others.

**Celebrating Differences** – focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference'. Anti-bullying, including cyber and homophobic bullying is also covered at an age appropriate level.

**Dreams and Goals** – aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

**Healthy Me** – covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education is contained within this unit of work.

**Relationships** – starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn to deal with conflict, build assertiveness skills and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

**Changing Me** – deals with change of many types, from growing from young to old, becoming a teenager assertiveness, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles, puberty and human reproduction are taught in some year groups.

### **Impact**

What will this look like? By the time children leave our school they will: For all children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others.