

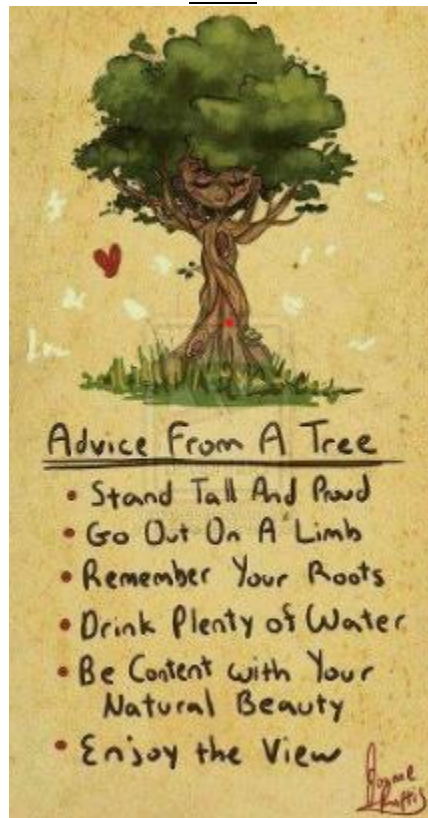
From Jigsaw website:

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The Map below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

Long Lane Primary School

PSHE



Local Context

Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council.

Intent

We believe that PSHE is part of a wider culture of therapeutic understanding and self-learning across every aspect of school life and that this learning is continual throughout the day in learning and in play. Therefore, we closely link our PSHE curriculum with our therapeutic culture (see Therapeutic Behaviour Policy) and Inclusive approach (No Outsiders – diversity - curriculum) so that children are **independent** in conflict resolution, understanding the disadvantage of others, celebrating diversity, **resilience** in self and taking responsibility for their actions (and the impact of them) towards others and within the school and wider **community**. We do this by creating a safe space to make mistakes and rectify them.

At the end of their time at Long Lane Primary School, our intention is that our pupils will have the skills and knowledge needed to play a positive and successful role in today's diverse society. In a constantly evolving world, it is important that our pupils are aware, at an appropriate level, of different factors which will affect their **communities** and the wider world, and that they learn how to deal with these in a safe way. We encourage our pupils to play a positive role in contributing to the life of the school and wider community and in doing so, help develop a sense of personal pride in themselves.

At Long Lane Primary School, we believe that Personal, Social, Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider **community**. Our PSHE curriculum helps pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

Implementation

Early Years – We recognise that PSHE is a key area in the Foundation curriculum that underpins the children's ability to learn, focus and form relationships needed for feeling safe and becoming safe learners. Children learn these skills through their play and exploration and in learning routines and about themselves and others around them. There are also explicit activities to support PSHE in the Foundation curriculum through the Jigsaw scheme and this is linked to child centred learning.

At Long Lane Primary School, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. Pupils in all year groups are taught PSHE using 'Jigsaw': a spiral, progressive scheme of work that builds on knowledge and topics covered in the previous year group. The Jigsaw scheme 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level). This ensures continuity across the school, in a manner that allows pupils to develop upon their learning from previous years and make connections between the Jigsaw pieces. Assemblies mean that these topics are introduced as a whole school theme.

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

We also provide additional opportunities and gain knowledge that children need to be educated citizens and prepare them for their future success. Alongside our Jigsaw PSHE scheme, we also use a range of resources to deliver a well-rounded PSHE curriculum, tailored to the needs of our children.

These include, but are not limited to:

- A whole school therapeutic approach (see Therapeutic Behaviour policy)
- 'No Outsiders' by Andrew Moffatt
- Weekly 'Happy and Safe' assemblies to connect and apply classroom learning, nurturing the positive and inclusive culture of the whole school community.
- Therapeutic workshops and conflict resolution tools (see Therapeutic toolkit) to identify child on child abuse, support independent reflection and friendships
- Anti-Bullying Week resources to raise awareness of bullying of children and young people, in schools and elsewhere, and empower our children with tools to prevent and respond to bullying.

- Safer Internet Day and online workshops to support older pupils and parents with responsibilities on social media and internet safety.
- Well-being ambassadors, School council, Sports Leaders, buddies and other leadership roles within school enable character to develop as responsibility is embraced and respected by our pupils.
- Bikeability Level 1 and 2 for road safety
- Extra-curricular activities such as friendship bracelet making, mindfulness colouring club, energy club and gardening club.
- Weekly 'Good News' assembly, sharing the secrets of success with our school community.



Concentrate



Don't Give Up



Work Hard



Understand Others



Improve



Push Yourself



Try New Things



Imagine

Inclusivity

- Valuing every child as a unique individual, teaching and learning will be adapted to ensure equitable provision, representing all protective characteristics.
- Our therapeutic approach supports pupils of all social abilities and ensures that adaptations are made for those with significant social needs to succeed in learning and play.

Spiritual, moral, social and cultural development

- Within our PSHE curriculum we explore and make connections with a balance of spiritual, moral, social, and cultural aspects to prepare our children for life in modern Britain and our diverse world.

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

Impact

Assessment within Jigsaw PSHE lessons will ensure that pupils are building on their skills and knowledge over time.

By the time children leave Long Lane they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

Pupil assessment and attainment

Assessment within discrete PSHE lessons, will ensure that pupils are building on their skills and knowledge over time. Predetermined learning objectives allow teachers to be mindful of the assessment elements within lessons and can help them pitch and plan subsequent lessons. Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

Monitoring and School Improvement Planning

The PSHE Lead, the Headteacher, with support from the Governors regularly review and quality assure PSHE across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)