

Vision and intent for PSHE and RHSE at PHJS



Overview:

- ▶ Vision: of PSHE and RHSE at our school.
- ▶ Intent: Why are we Teaching PSHE and RHSE?
- ▶ Implementation: How is it being taught in the classroom?
- ▶ Impact: What is the effect?
- ▶ Action Plan: How we can improve as a school moving forward.

The Vision of PSHE including RHSE:

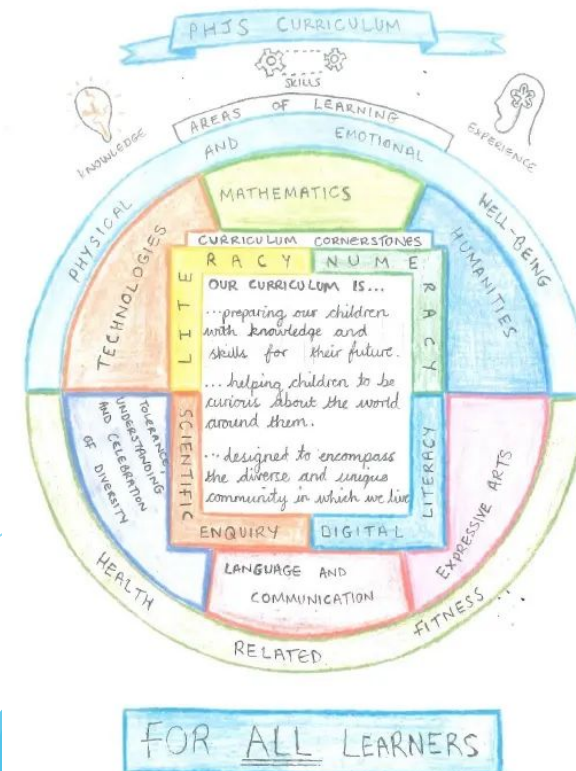
- ▶ Help pupils develop feelings of self-respect, self-esteem, independence, confidence, empathy and pride.
- ▶ Help pupils to develop positive relationships with others based on mutual respect and understanding of differences.
- ▶ Help pupils express their opinions and respect the opinions of others.
- ▶ Equip pupils with the knowledge they need to be able to make choices that promote a healthy life-style.
- ▶ Provide a framework in which sensitive discussions can take place.
- ▶ Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- ▶ Create a positive culture around issues of sexuality and relationships.
- ▶ Teach pupils the correct vocabulary to describe themselves and their bodies.

The vision of PSHE including RHSE:

- ▶ RHSE at our school focus' on the emotional, social and cultural development of pupils and will involve learning about healthy relationships (including online), sexuality, healthy lifestyles, bodily changes, diversity and personal identity. RHSE should be a combination of sharing information and exploring issues and values. RHSE will not be about the promotion of sexual activity.

Intent:

- ▶ At Park Hill Junior school we deliver our PSHE and RHSE through Jigsaw. Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We 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. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.



Implementation: (how is it being taught in the classroom?)

- ▶ Puzzles are launched with a class assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building through the school year, facilitating whole-school learning themes.



Implementation: (how is it being taught in the classroom?)

- ▶ Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson.



Implementation: (how is it being taught in the classroom?)

- ▶ Each week we have a new PSHE target which helps with our emotional literacy skills and social skills and this is celebrated within our Friday class assemblies.



Implementation: (how is it being taught in the classroom?)



- ▶ The lessons split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.
- 1. Connect us- This is a game or activity designed to be fun and inclusive and to build and maximise social skills.
- 2. Calm me- Chime time for meditation
- 3. Open my mind-Focusing on L.I and important information to do with lesson
- 4. Tell me/ Show me- introduce new information, concepts and skills, using a range of teaching approaches and activities.
- 5. 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.
- 6. Help me reflect- By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.



Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

- ▶ Being me in my world
- ▶ Celebrating difference
- ▶ Dreams and Goals
- ▶ Healthy me
- ▶ Relationships
- ▶ Changing me

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).



Resources to be used in every lesson and on display:



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and on display:



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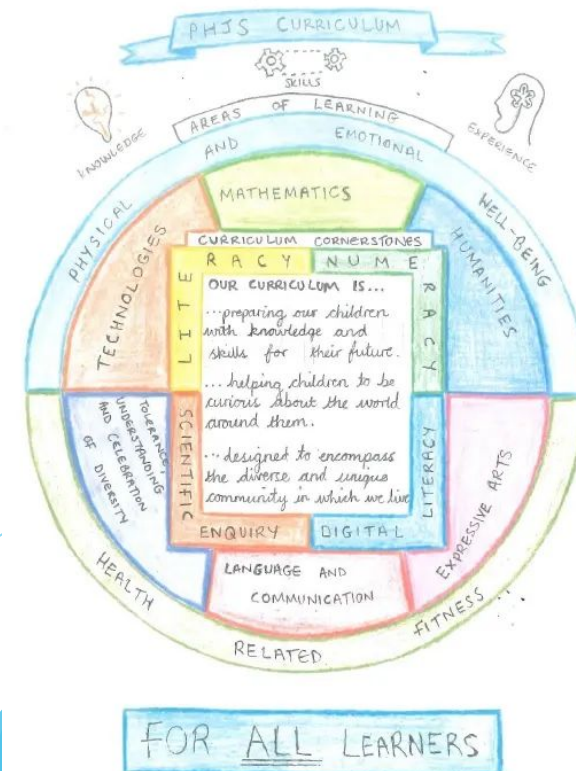
Impact: (what is the effect?)

- ▶ The key elements are:
- ▶ knowing and being able to evidence the impact of the PSHE curriculum both on learners individually and in the school as a whole
- ▶ coherently being able to match and evidence the impact of PSHE with our intent



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FOR ALL LEARNERS

So how can we achieve this?

- ▶ **Assessment** is a major contributor in evidencing the impact and this needs to be tracked to ensure that pupils are building on their skills and knowledge over time.
- ▶ We assess children both formatively and summatively.



Formative assessment:

- ▶ **Pupil Voice-** speaking to children about the Jigsaw piece theme and gauging if children have understood both learning intentions. This can be done in a class setting or through 1:1 pupil conferencing.



Formative assessment:


- ▶ Using the two main learning intentions can help you keep track over what you are assessing on a lesson to lesson basis.
- ▶ This then helps to give constructive feedback to pupils
- ▶ Example:
- ▶ L.I: Recognise my worth and identify positive things about my self, Set personal goals.
- ▶ L.I: Value myself and know how to make someone feel welcome and valued.



Jigsaw!

Puzzle 1: Being Me in My World - Ages 7-8 - Piece 1

Getting to Know Each Other	
Puzzle 1 Outcome Our Learning Charter (See example Learning Charter in Pieces 4,5&6)	Please teach me to... recognise my worth and identify positive things about myself and my achievements set personal goals know how to use my Jigsaw Journal value myself and know how to make someone else feel welcome and valued
Resources Jigsaw Charter Jigsaw Chime 'Calm Me' script 'Calm' pictures Treasure box Coin and medal template Jigsaw Jino Jigsaw Jerrie Cat My Jigsaw Journey Jigsaw Journals	Vocabulary Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm
Teaching and Learning Teacher notes Please ensure you have read the Jigsaw Approach (the introductory chapter to these resources found at the beginning of each year group folder/file) prior to teaching this Puzzle (unit of work). The Jigsaw Charter Slide 1: Jigsaw lessons need to be established as very safe learning environments as some of the lessons deal with sensitive issues. Therefore, we need to establish the 'ground rules', in Jigsaw called 'The Jigsaw Charter'. This needs to include: The right to pass Respect for each other Confidentiality There is a ready-made Jigsaw Charter in this lesson for you, but do start by asking the children what they need to do to make everyone feel safe so we can all learn well. Bring out their ideas and introduce the Jigsaw Charter (Slide 1) and the large printed copy you already made (and laminated). You may like to invite them all to sign the Charter (or maybe colour in a smiley face already drawn on it) as a way of saying they agree to try to stick to it in Jigsaw lessons. You and they can then refer to it in every lesson thus creating a trusted and predictable learning environment. Display the Jigsaw Charter in the classroom and refer to it at the beginning of every Jigsaw lesson.	Ask me this...



Formative assessment:



My Jigsaw Journey

jigsaw

Picture 1 - Being Me in My World (Pages 1-6)

ages 5-10

Name: _____

Weeks	Week 1	Week 2	Week 3	Week 4	What will I do to improve next time?
Phase 1	<p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p> <p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p>				
Phase 2	<p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p> <p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p>				
Phase 3	<p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p> <p>Understand my own and others' feelings and needs, and have an awareness of my own and others' emotions.</p>				

Learned this lesson **Understanding my own and others' feelings and needs** **Have the confidence to manage my feelings** **Respected my feelings**

An illustration of a road with four cars driving along it, positioned below the main table.

Summative assessment:

- ▶ To support summative Assessment there is a 'Summative Assessment: tracking pupil progress' sheet that can be used.
- ▶ This sheet has three attainment descriptors for each Puzzle. You can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor.
- ▶ The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to pastoral support as appropriate.
- ▶ https://files.schudio.com/delph-side-community-primary-school/files/documents/Yr4_Dreams_-_Goals.pdf



Action plan moving forward:

- ▶ Classroom display for Jigsaw celebrating the theme and resources consistently in each classroom.
- ▶ Weekly celebration of social and emotional skills being done consistently and displayed in classroom.
- ▶ Using the Jigsaw 6-part sequence consistently in every PSHE or RHSE lesson.
- ▶ Assessment:
 - Formative- time to have 1:1 or group conferencing and self assessments consistently used throughout the
 - Summative- Using pupil progress tracker.



