

## How is PSHE organised in school?

Teaching and learning in PSHE is via three methods:

- Discreet PSHE Jigsaw curriculum – timetabled
- Generic curriculum / school ethos
- Cross- curricular/ integrated curriculum/ broad and balanced

### Discreet Jigsaw PSHE lessons

Every class has 1 hour a week of dedicated PSHE time. Teaching during this allocated time is from the Jigsaw scheme of work, which covers all areas for the primary phase, as the table below shows:

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change

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. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. 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 (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw 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 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.

### Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative

learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

#### The generic curriculum/ school ethos

At St. Werburgh's Primary School we believe that pupils experience many aspects of the PSHE curriculum through day to day activities. We provide a breadth of opportunity for pupils and encourage an environment conducive to positive learning and mutual respect. The pupils develop their understanding of these issues through:

- Assemblies
- School trips
- Extra curricular activities
- Clear classroom and playground rules
- Stimulating classroom environment
- Clear behaviour policy
- School council
- Understanding learning behaviours through Dr Tom Robson's Gem Project
- Philosophical/Critical thinking questions

#### The cross- curricular/integrated curriculum

Some aspects of PSHE may be taught in relation to other subject areas. We are keen to cross reference these themes and use a broad and balanced approach to these subject areas. Areas that have cross- curricular connections with PSHE are R.E, Science, Geography and Literacy.

St Werburgh's Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school pupils should be provided with the opportunity to experience, understand and celebrate diversity.