

At Keep Hatch we believe that PSHE is essential for developing our children beyond the curriculum and building responsible and safe members of society.



Intent - We aim to...



Equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.

Teach children to understand how they are developing personally and socially and to better understand the feelings of others.

Teach children to become healthy, independent and responsible members of society.

Equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed choices.

Ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.



Implementation - How do we achieve our aims?



Developing Key Skills

Children learn a number of skills in PSHE but we have identified six key skills. These are reinforced across learning in PSHE in all year groups.

Key skills



Listening



Communicating



Empathising



Being Responsible



Managing Change



Reflecting



Concept-led Curriculum

At Keep Hatch Primary we understand that concept-led learning can strengthen understanding of subjects. Our curriculum follows these three concepts across the year:-

Key concepts



Health & Well-being



Relationships



Living in the Wider World



A consistent approach

At Keep Hatch, we follow the Jigsaw scheme of learning for PSHE. This begins in KS1 through to the end of KS2. This ensure a consistent approach. Lessons are adapted when required to tailor learning to our children. All classes have a Jigsaw 'friend', which can be used to support children during discussions as a talk prompt. The scheme outlines 6 key topics and these allow children to develop a strong understanding of our identified key concepts. Each of the six topics have two learning intentions - one linked to PSHE (shown in purple in the planning), and the other linked to developing social skills and emotional literacy (shown in green in the planning).



Strong Foundations

The Jigsaw scheme is followed from KS1 and KS2

Children consistently learn about themselves, the world around them and about how to interact with others as part of the programme, and this learning follows the objectives in the following strands of the EYFS Framework:

- ⇒ **Understanding the World**
- ⇒ **Personal, Social & Emotional Development**
- ⇒ **Communication & Language**

Lessons follow the structure set out in the scheme:

- Jigsaw Charter** - Sharing of lesson ground rules.
  - Calm Me** - Mindfulness activity using the chime to focus children.
  - Interest Me** - The main teaching part of the lesson.
  - Help Me Learn** - Independent, paired or group activities.
  - Let's Think** - Reflecting on the learning.
- Children also make use of the Jigsaw mascots (Jennie) to use as talk prompts during class circle times.



Project Drivers



Being Me In My World



Celebrating Difference



Dreams & Goals



Healthy Me



Relationships



Changing Me



Timetabling

PSHE is timetabled every week. Depending on the age of the children, these sessions could be up to 30 minutes.



## Implementation (continued)

### Structured Lessons

All Jigsaw lessons from Year 1 follow the same structure, ensuring consistency across year groups:

**The Jigsaw Charter** - Sharing a clear set of ground rules to be followed during discussions.

**Connect Us** - Games to encourage group participation.

**Calm Me** - A mindfulness script is read out for children to reflect on silently. The chime is rung to give children a sound to focus on.

**Open My Mind** - An thought-provoking activity that starts the lesson content.

**Tell Me or Show Me** - This is the main teaching part of the lesson.

**Let Me Learn** - Independent, paired or group work.

**Help Me Reflect** - A reflection of the learning, referring back to the lesson focus.

### Developing Emotional Literacy

Throughout PSHE lessons staff and children use appropriate language, and this vocabulary is identified in the Jigsaw progression documents. Each Jigsaw topic allows opportunities for children to develop their emotional literacy in age-appropriate ways.



### Wider Promotion of Health & Well-being

We promote healthy living by ensuring children in our schools eat healthily and have opportunities to be active during lunchtimes.

Our skilled staff are able to provide emotional support when needed. All classrooms have quiet spaces, usually book corners where children can go to self-regulate when required. It is our aim that all classrooms have a worry box so children can note their worries. Teachers check the boxes daily and particularly during PSHE lessons.



### Teaching of RSE

RSE is now statutory as of September 21.

We believe that children learning about their bodies is an essential part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of safeguarding. We follow the Jigsaw Changing Me unit in which children learn (in age-appropriate ways) about how their bodies change, and how babies grow and develop. In KS2 children in Year 4 learn that babies are made when a sperm joins an ovum, and from Year 5 children learn about conception. This progression in learning about changes in their own bodies, and about how babies develop is age-appropriate.



### Safe choices

As a school, safety is paramount and (as such we have clear school rules and behaviour guidelines this supports Our children to make safe and informed choices and as such develop an understanding of safe and unsafe behaviour as well as an understanding of consequences.



### Recording Learning

All classes have class Jigsaw Journals in which to record key observations or discussions around their learning



### Reading in PSHE

Books are shared in PSHE to develop empathy, provoke thought, and to learn. Stories and non-fiction books can be accessed from our PSHE Library.



### Links with Mindfulness

All classes have a chime and this is used to generate calm prior to learning lesson content. This is the Calm Me part of lessons. Jigsaw provide mindfulness scripts for teachers to read to children and these help children to focus their minds ready for learning.

## Impact - How will we know we achieved our aims?



Children confidently talk about their learning and show an understanding that diverse.

Children use language to describe emotions and they interact appropriately in social situations.

Children make healthy choices in their friendships, the exercise they engage in and the food that they eat.

Children can talk about potential risks to their safety when online and in social situations, and suggest ways to mitigate these.

Children demonstrate responsibility in their behaviour and engagement with others, and understand that there are consequences for poor choices.