



PSHE (Jigsaw) Expectation Document 2022-2023

Intent

At Broadway Infants School, we aim to promote pupil's personal, social, spiritual and health education, as well as their emotional development and well-being. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the local community. This approach enables them to learn life skills to assist their personal, spiritual and physical growth. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

From Early Years and into Key Stage 1, children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In addition, our PSHE curriculum incorporates an age appropriate understanding of RSE from Early Years and throughout Key Stage 1, as set in the statutory guidance. This teaches all children the information and skills to be safe, to understand and to develop healthy relationships both now and in their future lives.

Implementation

At Broadway Infants School, PSHE plays a vital part of education throughout Early Years and Key Stage 1 and is integrated throughout our curriculum. We ensure that children receive regular PSHE lessons in all years which focus on key objectives and skills which progress across Early Years and Key Stage 1. Relationships and Sex Education (RSE) is also threaded through these lessons but is at the heart of two core themes: relationships and changing me. We build on statutory content outlined in the national curriculum and in statutory guidance and we follow the 'Jigsaw' scheme of work to provide consistency throughout our school and to support staff with the latest subject knowledge.

Pupils are encouraged, from Early Years onwards, to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, learn how to work well with others and become increasingly responsible for their own learning. Each phase then builds on the vocabulary, knowledge and skills taught in the previous years which allows children to acquire further knowledge, know more and remember more as they progress through the school.

The curriculum at Broadway Infants School throughout Early Years and Key Stage 1 identifies specific links to British Values and SACRE (Standing Advisory Council on Religious Education). This ensures that children in Early Years and Key Stage 1 receive a diverse, informed and reflective curriculum. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class throughout Early Years and Key Stage 1, which we encourage this where possible.

At Broadway Infants School, we feel it is of utmost importance that children learn age-appropriate information that will set them in good stead for later life and that they have the opportunity to implement their learning in everyday situations. We have implemented a whole school approach to using the "Zones of Regulation" which aims to improve communication around emotions and how we manage them. This then provides a real life context to the specific areas of the curriculum for both Early Years and Key Stage 1.

PSHE is an important part of whole school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. These assemblies develop a range of personal, social, spiritual, moral and cultural skills that equip children in both Early Years and Key Stage 1 for life in modern day Britain.

Regular staff updates, CPD and continuous support is freely available to all Early Years and Key Stage 1 staff in order to guide their planning and teaching of PSHE ensuring their knowledge is up to date and they have excellent subject knowledge.

At Broadway Infants School, all children are given a wide range of opportunities through "focus days" which are celebrated across the whole school and links to celebrations around the country. These "focus days" include: Anti-bullying week and Mental Health Week.

Presentation and Recording

- In PHSE lessons are discussion based and a recorded 'whole class' observation should be added to Target Tracker as evidence of the lesson taught (where written work is not produced). This should use the format title of 'Subject, Theme, Lesson Number).
- Where work is recorded by children it will found in their learning books in KS1 and the learning objective and date will be evident.

Coverage:

- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.
- Jigsaw lessons must be taught weekly for at least one hour. It can be delivered by HLTA/Class Teacher. Unit 5/6 (Relationships and Changing Me) should be taught by Class Teacher as this comprises of Relationships, Sex and Health Education (RSHE) curriculum (KS1)
- 'No Outsiders in our school' lessons must be taught termly using the resources from the programme.
- Zones of Regulation is used as a whole school approach, therefore all classes must use and refer to the visual check in to ensure the approach remains a meaningful tool for the children once introduced and revisited at the beginning of the year. As a minimum, refreshing each year needs to consist of the zones and emotions vocabulary, toolkits for self-regulation and use of sensory resources and self-soothe strategies. For some children, this may need to be revisited more frequently as they learn and the class teacher can decide on the content that is most appropriate for the child/whole class.
- All children should attend the termly assembly which introduces the whole school theme for the term. This allows the children to reflect on previous experiences and learning before embedding and deepening their understanding within the classroom.

Environment:

Each classroom includes

- Zones of Regulation check in board.
- A 'Calm Area' that is accessible to the children. This should include sensory items, mindfulness breathing techniques and self-soothe strategies.

The corridor displays a collection of work that classes contributed to linking to a whole school celebration event eg: Mental Health Week/Anti-Bullying week or a whole school display that links with the unit theme. This is co-ordinated by the PSHE lead.

Assessments:

- **At the beginning of each topic:** the children will be given an opportunity to show what they already know about the topic and the teacher will use this, alongside their knowledge of prior learning in the subject to adjust planning and next steps.
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of

difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.

- **At the end of each unit (term):** teachers will use the assessment tracker to identify children who are working towards, working at or working beyond the Jigsaw assessment descriptors for the unit. This tracker gives an overall assessment of the children over the year in each unit.
- **In Reception,** the children are assessed within the Personal, Social, Emotional Development (PSED) area of learning at baseline, mid-year and end of year.
- **At the end of the year:** EYFS make a judgement about whether each pupil has achieved the PSED Early Learning Goals, these assessments are reported to parents in their end of year report. Year 1 and Year 2, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.
- Some SEND/Vulnerable pupils across the school have access to their own Zones of Regulation document, which allows them to identify to the teacher how they are feeling 'in the moment'. This may differ to the whole class ZOR display as they may be using their favourite characters, emotion pictures they can relate to or simplified language to explain how they are feeling.
- Targeted interventions/social groups may supplement the Jigsaw curriculum resources (eg: Time to Talk, Lego Therapy, Mindfulness Groups, lunch club). Regular discussions with staff must take place to ensure any SEMH provision is appropriate and having a wider impact to access to learning.
- In Jigsaw lessons there should be plenty of discussion time, where all learners feel safe to voice their ideas. The Jigsaw Charter should be used to establish class rules, and no child should be made to share their thoughts and feelings if they do not feel comfortable.
- There may be circumstances when pre-teaching for some children may be necessary to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place. This will help those who may struggle to engage, in that they are prepared for the lesson experience.

Impact

To gain an overall picture of attainment in PSHE (Jigsaw) across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny (by looking at observations on our data programme – target tracker) and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

At Broadway Infants School, children have a strong sense of community, are aware of what is required from them to be part of this and the personal responsibilities that this brings. Children in both EYFS and KS1 will be confident in communicating their emotions and will be developing healthy relationships in the school and in their community. Children in EYFS and throughout KS1 will continue to progress the wide range of skills necessary for their personal, spiritual and physical growth. Children will have developed a solid understanding of the changes they will need to experience as they grow and how to remain safe throughout Early Years and Key Stage 1.