



## GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community** and **make it a place they are proud to call home.**

# PSHE Implementation

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## 1. Curriculum and Progression

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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 table 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.

## **The overview below summarises the content in each of Jigsaw's units of work (Puzzles):**

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world. It's great for children to have this experience, to think ambitiously, and to have aspirations.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

### **What else do we teach?**

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

This screenshot shows how the learning progresses across each year group in the unit 'Healthy Me.' In Year 1, the children begin to explore hygiene and germs, moving on to medicines and safety in Year 2, all the way up to mental health and illness in Year 6.

Puzzle overview	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Healthy Me</b>	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

## 2. Lesson Structure

PSHE lessons are split into 6 parts:

**Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

**Calm me** - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

**Open my mind** - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

**Tell me or show me** - This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**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.

**Help me reflect** - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

**Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

## 3. Practice and Retrieval

Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

Every lesson starts with a Do Now (often verbal) to activate prior learning and help the children to remember things that they have learnt before.

The Jigsaw approach encourages regular practice and retrieval to reinforce the development of essential life skills and foster a deeper understanding of personal, social, and health-related topics.

Here are some examples of strategies used in PSHE lessons to promote practice and retrieval:

### 1. Role-Playing Scenarios:

- *Practice:* Students engage in role-playing scenarios that mimic real-life situations, such as resolving conflicts, expressing emotions, or making responsible decisions.
- *Retrieval:* Later in the lesson or in subsequent sessions, students might be asked to recall and discuss the skills and strategies they employed during the role-play, reinforcing the application and retrieval of learned concepts.

### 2. Interactive Discussions:

- *Practice:* Class discussions on topics like relationships, diversity, or well-being allow students to express their thoughts and listen to others.
- *Retrieval:* Periodic revisiting of these discussions prompts students to recall and reflect on key points, reinforcing understanding and encouraging them to connect new information with prior knowledge.

### 3. Case Studies:

- *Practice:* Analysing case studies related to health choices, community issues, or economic decisions provides students with practical applications of learned concepts.
- *Retrieval:* Students may revisit these case studies in subsequent lessons, recalling and discussing the lessons learned and the decision-making processes involved.

### 4. Reflective Journals:

- *Practice:* Students maintain journals to record personal thoughts, emotions, and experiences related to PSHE topics.
- *Retrieval:* Periodic reviews of these journals encourage students to retrieve and reflect on their own growth, reinforcing self-awareness and the application of learned principles.

### 5. Interactive Games:





- *Practice:* Utilising interactive games or simulations that involve decision-making or problem-solving in the context of PSHE themes.
- *Retrieval:* Reflecting on the game experience, students discuss the choices made, the consequences, and how they align with the principles covered in the curriculum.


By incorporating these practice and retrieval strategies into PSHE lessons, the Jigsaw curriculum aims to reinforce learning, promote active engagement, and facilitate the application of knowledge and skills in students' daily lives.

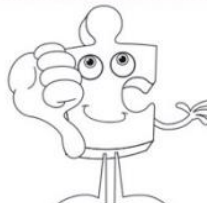


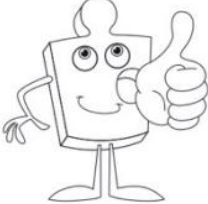
## 4. Assessment

Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age-appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.

Here are some examples from different year groups:

My Jigsaw Learning	Being Me in My World - Piece 1	Ages 5-6
Name .....		
<i>I know how to use my Jigsaw Journal.</i>		
<i>I feel special and safe in my class.</i>		



My Jigsaw Learning	Being Me in My World Piece 1	Ages 6-7
Name .....		
<i>I can identify some of my hopes and fears for this year</i>		
<i>I recognise when I feel worried and know who to ask for help</i>		

**TINT BOX - To improve next time I** .....

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## 5. Supporting pupils with SEND

At St John's and St Peter's CE Academy, we aim for all PSHE lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in the classroom, while others may require pre-teaching of specific vocabulary or concepts. Teachers are encouraged to use word banks and sentence stems to aid with writing, and may also use additional programmes such as InPrint to dual-code resources for the children. Knowledge organisers are also used to aid understanding and recall.

The practical and discussion based-nature of PSHE means that pupils can learn in a hands on, discussion way, often more suited to their needs.

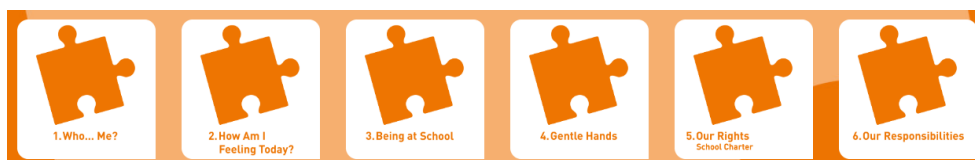
As part of termly Pupil Progress meetings, the Lead Practitioner and SENDCo meet with the class teacher to identify any barriers to learning that may be hindering progress, liaising with the Pastoral Care Manager to build up a holistic view of all pupils. Staff are confident to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

## 6. PSHE in EYFS

In our Early Years Foundation Stage (EYFS), we use the Jigsaw Scheme for weekly PSHE lessons. Through role-play and discussions, we focus on speaking and listening skills, creating an interactive environment. This approach helps our young learners explore self-awareness, build positive relationships, and develop essential life skills.

Weekly Celebration	Pieces	Learning Intentions
Help others to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I can start to recognise and manage my feelings
Think about everyone's right to learn	3. Being at School	I enjoy working with others to make school a good place to be

Here is an example of 3 lessons in EYFS which are part of the 'Being Me in My World.' You can see that the children are starting off with the very foundational knowledge required to be at school,



## **7. Supporting classroom teachers**

At our school, we make sure that PSHE is taught well by having a dedicated PSHE Lead who is an expert in the subject. This ensures that all students get a high-quality education. Our teachers receive helpful plans and resources through our Jigsaw subscription, including lesson plans and articles for professional development. If teachers need support with teaching PSHE, the PSHE Lead is there to help. We also invest in good materials, like the Jigsaw cushion characters and Paws the Cat, to make sure our students have a great learning experience in the classroom.

## **8. Additional Information**