

Intent Statement Little Munden – PSHE

(Personal, Social, Health and Economic Education)

Intent:

PSHE is a subject which develops pupil's knowledge and skills they need to be equipped and prepared for everyday life. It is a subject which develops the 'whole' aspect of the child emotionally, socially, physically and spiritually. At Little Munden, we use the thorough and comprehensive PSHE Education Programme 'Jigsaw' which is a scheme developed for Reception through to Year 6. The scheme perfectly connects the pieces of Personal, Social, and Health Education, emotional Literacy, social skills, mindfulness and spiritual development.

The Jigsaw scheme has six puzzle piece (a half term unit of work) with six lessons within each unit. Every class follows the same puzzle piece throughout the year. As we have mixed age group classes, we follow different year groups each year to fit with our two year cycle.

Below is some information on what is involved within each puzzle piece:

Being me in my world (Autumn 1)

Pupils are taught to take responsibility for their own behaviour and understand how this impacts others. In addition it teaches pupils choices a person makes impacts in class, community and globally. We also discuss rules and routines in school and out of school and create our class learning charters.

Celebrating Differences (Autumn 2)

Pupils explore what is meant by being unique in their world. Exploring what hobbies and skills they have that set them apart. Discussions around celebrating these 'differences' is vital and allows children to develop empathy and understanding to everyone in their world. Stereotypes are explored in relation to race, sex and disability.

Dreams and Goals (Spring 1)

Pupils explore their aims for their future and discuss with their peers about their hopes and dreams. They learn what it is to have a growth mindset and how to realistically create steps in reaching their goals. Children discuss how to work as a team successfully. They also share challenges, feelings of success/disappointment and their dreams and goals for themselves and others.

Healthy me (Spring 2)

Pupils explore this area in two main parts; emotional health (good mental health, wellbeing, relaxation, friendships, managing stress and physical health; physical activity, eating well, rest, hygiene, drugs and alcohol and being safe.

Relationships (Summer 1)

Pupils explore a range of relationships. Children identify their relationship with themselves and their self esteem, their families, friends, pets and more. Discussions into safe relationships and how to deal with arising conflict. A vital part of this area is children's safety and knowing what a safe, positive relationship is.

Changing me (Summer 2)

Pupils explore this topic at an age and stage appropriate way. Children look at growth from young to adult. They look at self awareness, self respect and safeguarding. Self and body image is looked into. How our bodies change as we grow into puberty and the changes that occur. Life cycles into how babies are made and body parts are identified.

Implementation:

At Little Munden, we follow the same two year cycle of Jigsaw scheme. Planning will be the same across the two year cycle to avoid repeating any exact lessons and resources, although lessons continue to follow the same objective and learning. We believe Jigsaw to be a fantastic, unique scheme or work that covers all areas in great depth in a safe, fun and positive way. It perfectly connects all areas of personal, social, health and economic education.

Occasionally, if areas need to be explored within a class such as transition work for Year 6's going off to secondary school, or a class having a friendship difficulty then lessons will be tweaked to address these issues. Oak class also go off Jigsaw for one half term to follow a Watford positive minds programme focusing on body image, good mental health, gaming and social media. This lasts half a term and we feel works well for upper KS2.

All classes have PSHE books where any photocopies of work, sheets and photos are kept. Children have their own PSHE book to reflect and write in if a lesson requires a child to reflect. This also allows us to see pupil voice come through in their learning and we can give verbal feedback if required.

As a whole-school, we also implement early on into the school year the 'Zones of Regulation' which teaches the four areas of mood one can be feeling. We have a whole school display in the hall as well to remind children of the zones and be aware of their emotions. This fits nicely into areas of the Jigsaw scheme as we can relate it back to the zones if feelings, emotions and mental health are discussed within a lesson.

Impact:

As a school, we can see the consistent and progressive approach across the year groups when each class is covering the same topic but in the age appropriate way that best fits their class. Pupils are able to articulate the theme of learning for each half term and how 'calm me time' and 'mindfulness' can keep their brains 'healthy' and 'calm'. When speaking to children around the school, they are aware of their learning from Jigsaw areas and are comfortable in speaking about their emotions. Staff are confident at delivering Jigsaw lessons and enjoy the structure of each lesson making it seamless to deliver.

Next steps:

- Gathering pupil voice from all classes about what their perspective is on Jigsaw.
- Using the introductory whole school assemblies at the beginning of a half term either from the head or PSHE lead.