



# One Voice PSHE at Torkington



# INTENT



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# IMPLEMENTATION



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# Implementation



- ▶ **EYFS** - In Nursery and Reception, PSHE and citizenship is taught discreetly across all areas of learning including PHSE lessons. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. EYFS uses the Jigsaw Scheme of Work materials to compliment the Early Years curriculum.
- ▶ **Key Stage 1 and Key Stage 2** - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover Health and Well-Being, Relationships and Living in the Wider World. Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

# Jigsaw



- ▶ Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, that 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'.
- ▶ There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. This includes mindfulness to allow children to advance their emotional awareness, concentration and focus.
- ▶ At Torkington, in addition to Relationships Education, we also teach aspects of Sex Education that are covered in our Science Curriculum. Alongside this, we teach about different kinds of relationships, including same sex relationships, and gender identity because we feel it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.



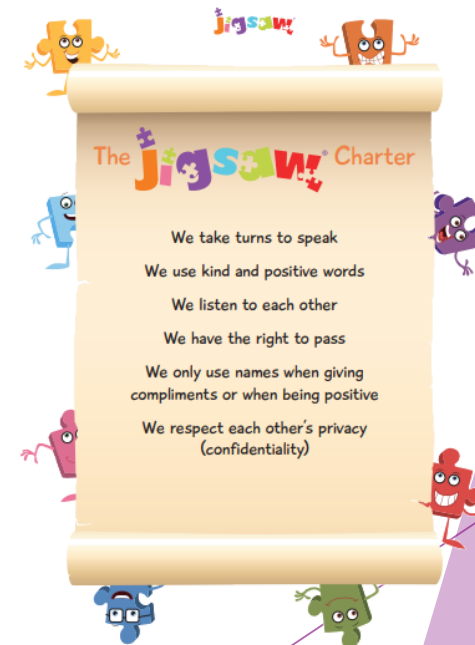
# What it looks like...



PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

- ▶ Autumn 1: Being Me in My World
- ▶ Autumn 2: Differences (including anti-bullying)
- ▶ Spring 1: Dreams and Goals
- ▶ Spring 2: Healthy Me
- ▶ Summer 1: Relationships
- ▶ Summer 2: Changing Me (including Sex Education)

- ▶ It also identifies links to British Values, SMSC and the 9 protected characteristics and is taught in such a way as to reflect the overall aims, values and ethos of the school.





# The Six Puzzles (Themes/ Units of Work)

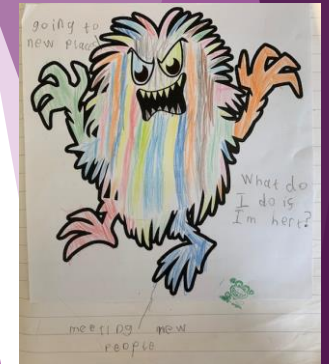
- ▶ Each half term we begin our theme with a whole school celebratory assembly. This is done through the introduction of a topical song, which is then sung at the beginning of each PSHE lesson and in weekly singing assemblies. This reinforces the important messages and content of each theme right across the school.
- ▶ Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example; The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development.





# Jigsaw Journals

- Pupils Work
- Reflections
- Assessment
- Celebrations





# End of Puzzle Certificates

- ▶ The certificates are designed to praise specific achievements for each child individually. EYFS and KS1 present the children with a personalised certificate at the end of each half term. The certificates can be stuck into Jigsaw Journals and celebrated in class. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased. KS2 talk about their achievements at the end of each unit of work and reflect on their learning.
- ▶ The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, celebrates each individual.

**Jigsaw!**  
Being Me in My World  
Well done!

Please feel proud that you have learnt to:

I am especially pleased that you:

I am proud that I can:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Weekly Celebrations



- ▶ The weekly celebration is the same for each year group. These are designed to draw out a behaviour/attitude from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into positive behaviour and attitudes and is not confined to the lesson slot on the timetable.
- ▶ To help ignite enthusiasm, we have a weekly celebration assemblies. Certificate winners are celebrated in assembly and on our Class Dojo platform.

# Wider Curriculum



- ▶ PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is the foundation for our learning behaviours.
- ▶ We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- ▶ Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- ▶ PSHE, BV, SMSC and LGBT displays throughout school reinforce the PSHE curriculum enabling children to make links.
- ▶ DEAL (Drama Engagement Active Learning) is used to create a positive ethos around drama and how drama can enrich teaching.



# Rainbow Flag Award



We pride ourselves in being an inclusive school that fully supports and promotes diversity.

All staff took part in a training day, delivered by the Proud Trust and our Jigsaw PSHE scheme of work was linked to the updated protected characteristics.

We invested in appropriate LGBT resources which have been extremely effective in improving our children's understanding on the subject of LGBT inclusion.

In May 2021 we were awarded our Rainbow Flag Award after completing all 6 areas of the rainbow strand (Inclusive Curriculum, Pastoral, Supportive Parents, Pupil Voice, Skilled Teacher and Effective Policies).

Our work is co-ordinated by our Protected Rights pupil led Council, which consists of 13 of our junior children.



# Turn the Page



- ▶ Turn the Page has a track record of improving the mental health and well-being of pupils, supporting their personal development and helping them to engage better in their education.
- ▶ They are passionate about tackling the root causes of issues and providing an outstanding service which builds resilience in young people rather than a quick fix which will result in issues resurfacing.
- ▶ Our counsellor Joanna works with our children one day a week. She has 6 children on her weekly caseload, who are working with her for a 6 week therapy block.
- ▶ We also offer a child led drop in session each week. Children can self refer in confidence using our Beacon Post Box, which Joanna responds to weekly.

# IMPACT



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# By the time our children leave our school they will:

- ▶ be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- ▶ be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- ▶ appreciate difference and diversity
- ▶ recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- ▶ be able to understand and manage their emotions
- ▶ be able to look after their mental health and well-being
- ▶ be able to develop positive, healthy relationship with their peers both now and in the future.
- ▶ understand the physical aspects involved in RSE at an age appropriate level
- ▶ have respect for themselves and others.
- ▶ have positive self esteem



# Assessment and tracking pupil progress



- ▶ Teachers are eager to ensure children are making progress with their learning throughout their Jigsaw experience.
- ▶ Therefore, in KS1 each Piece (lesson) has a formative assessment activity that children can use to self/peer assess their understanding in that lesson. These recording sheets are called **My Jigsaw Learning**. These are completed by the children and can be included in their Jigsaw Journals. Teachers show these recording sheets and discuss them with the class prior to completion by using the PowerPoint slides included with each Jigsaw Piece (lesson).
- ▶ For **My Jigsaw Learning** tasks, children colour in or tick the Jigsaw Friend (thumb up, thumb down, thumb neutral) which corresponds to their personal assessment for the purple and green learning intention for that Piece (lesson).
- ▶ In KS2, children answer reflection questions that are used to set formative targets or for children's personal targets (how to improve next time). This encourages the children to take ownership of their learning journeys.
- ▶ At the end of each Puzzle, teachers use work in the children's Jigsaw Journals, their own observations throughout the unit (Puzzle), the children's formative assessments and Piece (lesson) 6 to make a Summative Assessment of the children's progress.

# Next Steps:



- ▶ Once a full year of using the Jigsaw scheme has been completed, a review will be undertaken using a variety of the following methods:
- ▶ A whole school book look focusing on reflections and assessments to show impact and pupils understanding
- ▶ Pupil Voice/Staff Voice
- ▶ Make an explicit reference to the protected characteristics across other subjects through:
  - ▶ Literacy - Black/LGBT authors
  - ▶ Music - Composers
  - ▶ History - LGBT/Historical figures
  - ▶ Black History Month to be extended from a month to a consistent approach across school



# Child Led Approach



► Our Protected Rights Council will:

Ensure LGBT projects are consistent and high profile throughout school through learning walks, pupil voice, staff surveys and book looks and display audits.