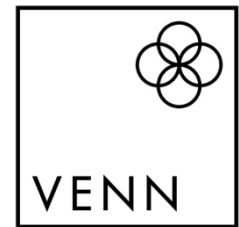




# Griffin Primary School

## Personal, Social, Health Education Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
A Cutts	Governors	29/5/20	1	May 2022



## **1.0 Introduction**

1.1 In Griffin Primary School, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

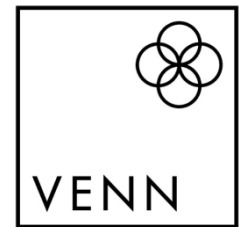
## **2.0 Aims**

- 1.1 To provide pupils with the knowledge, understanding, attitudes, values, and skills they need in order to reach their potential as individuals and within the community.
- 1.2 Pupils are encouraged 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, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social, and cultural issues that are part of growing up.
- 1.3 They 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.

## **3.0 Objectives/Pupil Learning Intentions**

3.1 Jigsaw PSHE will support the development of the skills, attitudes, values, and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals



## 4.0 Jigsaw Content

4.1 Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

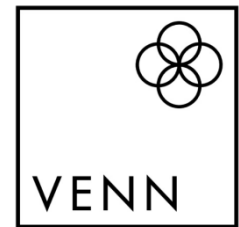
Term	Puzzle Name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school, and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution, and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

## 5.0 How is Jigsaw PSHE Organised in School?

5.1 Jigsaw brings together PSHE Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

5.2 There are six puzzles in Jigsaw that are designed to progress in sequence from September to July.

5.3 Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory framework for PSHE Education but



enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

## 6.0 Monitoring and evaluation

6.1 The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

6.2 Evaluation of the programme’s effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff discussions/meetings to review and share experiences

## 7.0 Assessment

7.1 Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher.

7.2 Each Puzzle has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

7.3 The class teacher then records the level children are working at on a class record sheet each half term for each puzzle piece (except puzzle 1).

## 8.0 Review

8.1 This policy will be reviewed every two years.

**Adopted by Venn Academy Trust Board on .....**

**Chair of Venn Academy Trust Board .....**



**Venn Academy Trust Board Trustee .....**

**Next Review Date .....**