



**Emerson Valley School**

Aiming High, Caring For All

# **EMERSON VALLEY SCHOOL**

## **PHSE POLICY**

## VERSION

Version	Date	Author(s)	Notes on Revision/s
2005	November 2005		Developed
2016	June 2016	Hayley Davis	Updated with new PHSE programme, and add music offering

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# 1 INTRODUCTION

PSHE is concerned with the knowledge, understanding, skills and attitudes children need in order to prepare them for the opportunities, responsibilities and experiences of adult life. Our children are taught PSHE following 'The Jigsaw Approach' Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same scheme, known as a 'puzzle', at the same time. This creates a whole school focus for adults and children alike.

## 2 AIMS AND OBJECTIVES

1. PSHE and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of our school and the wider community, for example through activities such as singing, dancing, school productions and sports;
2. We ensure they experience the process of democracy in school by involving them in the setting of shared goals within classes and groups. Their voice is important to us all and is clearly reflected through our School Council. They in turn are expected to take a growing responsibility for their learning and their behaviour;
3. We teach them how society is organised and governed and about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society.

In addition the aims of PSHE and Citizenship enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes a good relationship with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self confidence and self esteem and make informed choices regarding social and personal issues;
- Develop good relationships with other members of the school and the wider community.

## 3 TEACHING AND LEARNING STYLES

### 3.1 Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the Jigsaw learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable.

The idea is that the Weekly Celebration sheets are copied and displayed in each classroom and communal area. The focus for the following week is introduced in the Friday assembly, for example, 'Next week, we are celebrating people who... *Help others to feel welcome*'.

Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/ rewarded in the year group assemblies the following week.

## 3.2 The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

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

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 (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw 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.

## 3.3 SMSC (Spiritual, Moral, Social and Cultural Development)

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.

## 3.4 The Jigsaw Charter

- We take turns to speak;
- We use kind and positive words;
- We listen to each other;
- We have the right to pass;
- We only use names when giving compliments or when being positive;
- We respect each other's privacy (confidentiality).

## 3.5 The Jigsaw Circle

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together.

If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly.

The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

### **3.6 Jigsaw Music**

The Jigsaw Scheme has a specially-composed set of original songs that are introduced in the assemblies and used in the lessons (pieces) to reinforce the learning messages of each puzzle. There are songs to accompany each puzzle throughout the year and these will be sung in lessons and year group assemblies.

In addition to this, during each lesson there is a section of the lesson called 'calm me'. This consists of breathing techniques, awareness exercises and visualisations. Each class has their own chime and the chime is used by the Teacher to create a calm, purposeful relaxing time in each lesson.

### **3.7 Sex and Relationships Education**

The specific SRE content is taught through the Changing Me Puzzle of learning and provides new resources; picture cards, resource sheets and animations that are used to enhance teaching and learning. The animations; the female reproductive system and the male reproductive system provide a visual resource to enable children to understand how the body changes and develops in puberty. Whilst the core SRE content is delivered through the Changing Me Puzzle, essential work is done in previous puzzles to build children's self-esteem, to enhance their own sense of self in regard to their body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves valued, safe and respected. This work underpins the explicit SRE content and is part of the holistic approach to SRE teaching and learning.

More specific information about what is taught in relation to SRE can be found in our Sex and Relationships Policy.

## **4 PSHE AND CITIZENSHIP FOR SEN CHILDREN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## **5 ASSESSMENT AND RECORDING**

### **5.1 The Jigsaw Journal**

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal. In the Jigsaw Journal, there is for each Puzzle:

- A page for each Piece (lesson) which has room for child's work as well as a reflection on their learning;
- After these 6 pages there are two additional pages;
- A space for the teacher's assessment and feedback;
- The child's certificate of achievement for that Puzzle.

The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate his learning journey and self-development.

## **5.2 Teacher Assessment**

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 about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group: Working towards, Working at, Working beyond. It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

## **6 MONITORING AND REVIEW**

The PSHE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports all colleagues in the teaching and delivery of PSHE and Citizenship by informing them of current developments and providing a strategic lead and direction for the subject within our school. Strengths and weaknesses are evaluated and may be addressed through consultation with the individual or through the School Development plan depending on the needs of our school at the time of evaluation.