

“At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love.”

PSHE Non-Negotiables

The purpose of this document is to provide staff and pupils with clear and consistent expectations regarding PSHE teaching and learning and evidencing assessment. This is to ensure that children make progress, and that consistency is achieved across the federation.

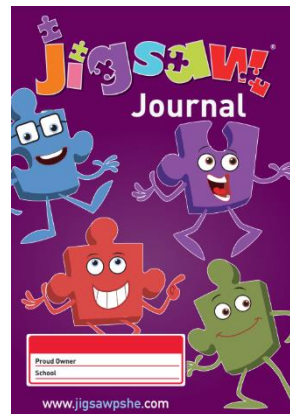
Books

Individual ‘Jigsaw Journals’ from Yr1-6 with EYFS evidence on Seesaw/photographs

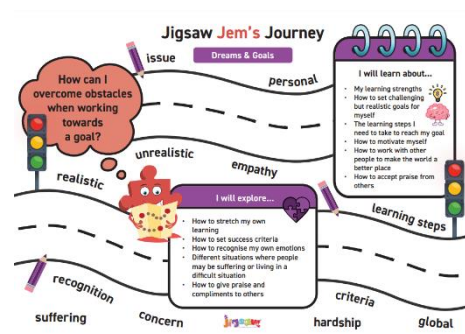
Front cover KS1



KS2



Children will stick the chapter page (see below) into their books at the start of the first lesson of the half term along with the knowledge organiser.



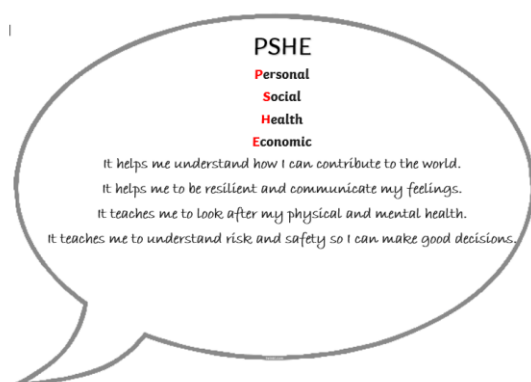
They will write the long date and LO at the start of each lesson. It must be clear to the children that the purple LO is the PSHE knowledge and skills they will learn in the lesson whereas the green one is about emotional literacy and social skills development. The LOs will be highlighted as per the federation non-negotiables at the end of each session.

Planning

Mixed age classes – Year groups should be taught according to the long-term rolling programme, adapting accordingly for your cohort as part of best practice. The children will be taught in separate year groups for the statutory relationships and sex education lessons (see puzzle pieces-Relationships and Changing Me). Staffing arrangements must be in place for this in advance of the sessions and reference made to the North Yorkshire guidance and training.

Lessons

All staff have a jigsaw login. The structure of lessons, resources, along with the slideshows and planning notes, are on the jigsaw website. Please adjust for SEND and supplement with the optional lessons if required to suit your cohort, enhance learning and make cross curricular links. Be explicit at the beginning of each lesson about what PSHE is and why we teach it...



Which puzzle piece does my learning link to today?



Establishing a **safe**, open and **positive** learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

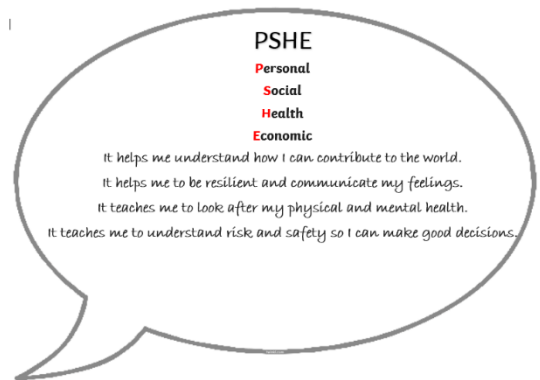
Structure of lesson

- **Connect us** (Gathering/game/LO introduced and rationale for PSHE)
- **Calm me** (Mindfulness/relaxation/mental health and well-being)
- **Open my mind** (New content/Thinking question/Inspirational hook)
- **Tell me or show me** (Models/Discussions)
- **Let me learn** (Learning activity- Be creative!)
- **Help me reflect** (Assessment)

PSHE lessons are such a special time for children as the learning permeates other work and **behaviours/learning attitudes** in school. We want them to articulate this positively and your classroom environment, weekly lesson and positive role modelling is the starting point...

To enable the above and to do the above consistently, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece - by using **The Jigsaw Charter**. The first lesson plans of the Being Me in My World Puzzle enable this.

The charter should therefore be on display in all classrooms along with the **puzzle piece unit title, key puzzle vocabulary lists and pictures of the jigsaw friends** (or cuddly versions!) for children to refer to in lessons. KS2 also need the speech bubble intent displayed...



The Jigsaw friends



The Jigsaw Friend is integral to this system of learning. It acts as the talking object in the Jigsaw circle and can take on the role of a distancing tool, helping children talk about sensitive issues so the children will develop a positive relationship with their Jigsaw Friend. These are also useful at other times of day to help children regulate their emotions/support pastoral needs.

Therefore, it is really important that each class has its own Jigsaw Friend. The Friends need to be respected and treated as special in order to obtain the most impact so think carefully about where to place it in your classroom and when it is used.

Assessment

As well as formative assessments within PSHE and the 'Help me reflect' part of the lesson, for the last piece of each Puzzle, there is a Summative Assessment opportunity for teacher use (see jigsaw website).



Ages 9-10 Jigsaw Summative Assessment: Tracking Pupil Progress

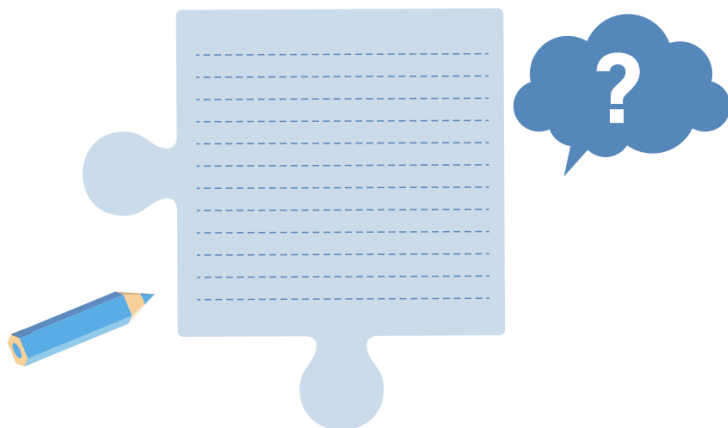
Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can give some examples of people in my country who have different lives to mine.</p> <p>I can tell you why being part of a community is positive and why it is important that the community is a fair one.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p>	
Puzzle 2 Celebrating Difference		<p>I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I can tell you why it is important to respect my own and other people's cultures.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you about my dreams and goals and also some that young people from different cultures might have.</p> <p>I can tell you how I feel about my dreams and goals.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	

Please keep track of where your learners are by using this as this information will feed into our assessment tracker at the end of each term for our data analysis.

Help me reflect

The reflections shown below must be used in lessons by the children as their responses on this will differ (if not using proforma every lesson then put subheading -reflections) and show what individual learners have understood from the lesson and are therefore reflecting/thinking about. Get children to do this part of the session **independently at KS2** as they make for interesting reading and can also show how you have differentiated in mixed aged cohorts.

My Reflections



The next steps proforma can be independent or collaborative, discussed or recorded as decided by the teacher in each lesson.



Puzzle Launch Assemblies

Each half-term 'Puzzle' requires one staff member delivering the relevant Puzzle Launch Assembly to bring the whole school together to experience being a community, focusing on the same learning theme in every year group, thereby raising the profile of this learning. It is suggested the cuddly character jigsaw friends are used in these assemblies, sitting on chairs at the front and the lesson structure and rationale behind the teaching of PSHE is discussed at the beginning...

Additional work to record in jigsaw journals as it is so valuable...

Please be creative in recording any additional PSHE, Personal development, British values, Protected characteristics work in Jigsaw Journals e.g. pupil leadership work, online safety, road safety, children in need, visitors in school diaries, school trip recounts and accompanying photographs.



+ Wider Opportunities