



## PSHE & RSHE Curriculum Statement

Intent	Implementation	Impact
<p>At Teagues Bridge Primary School, it is our intent that all pupils will be life long learners with the confidence and ability to develop their skills and understanding to play a positive role within our society, both as a child and as an adult in the future. We aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring environment. At Teagues Bridge Primary, we follow the Jigsaw Scheme for PSHE and through this scheme we provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The RSHE objectives are woven into the PSHE curriculum, providing children with the knowledge and skills required to be responsible citizens within the wider world. Our approach to PSHE and RSHE develops the qualities and attributes that pupils need to thrive as individuals, family members and members of society.</p> <p>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. They learn to understand and respect diversity and</p>	<p>The teaching of PSHE at Teagues Bridge Primary is underpinned by the belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. For this reason, we use the Jigsaw scheme for PSHE and RSHE.</p> <p>Jigsaw is a progressive, developmental, and comprehensive scheme of work for PSHE within which, the objectives for RSHE are woven throughout. It is designed as a whole school approach, and every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and to be shared and celebrated by the whole school. Topics are introduced from EYFS and are returned to consistently and developmentally throughout the scheme, in an age-appropriate way.</p> <p>Each half-termly unit is broken into six pieces (lessons) and within each piece, children will:</p> <ul style="list-style-type: none"> <li>○ Improve their social skills to better enable collaborative learning (Connect us)</li> <li>○ Relax their bodies and calm their minds to prepare them for learning (Calm me)</li> <li>○ Help the brain to focus on specific learning intentions (Open my mind)</li> <li>○ Initiate new learning (Tell me or show me)</li> </ul>	<p>By using a whole school approach such as Jigsaw, all the children at Teagues Bridge Primary School will, over time, learn skills at different levels around the same area which will see them form stronger, more positive relationships with others and with themselves.</p> <p>Children's knowledge and skills in mindfulness will have increased and some will be able to relay situations where they may have been able to use these skills in their lives as a tool to overcome issues. A rise in resilience is evident in the classrooms as children progress through the school as children learn the value of perseverance and how to achieve it in a fast-moving modern world.</p> <p>Providing all children with a trusted adult and safe place to learn and talk about mental and physical health will enable our pupils to begin their journey into understanding their thoughts and emotions, which some will not otherwise experience, is a vital part of our PSHE curriculum.</p> <p>As a result of our PSHE and RSHE curriculum, pupils leave Teagues Bridge Primary School with a confident image of themselves as valued people who are better equipped to manage situations that arise in their lives, both socially and personally. The inclusion of safeguarding and internet safety provides the children with a safe environment in which to learn how to deal with the constant pressures of social media that confront them today. They will move</p>

differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

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 an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The Jigsaw Approach is underpinned by mindfulness; it teaches information and skills to empower children to learn now and improve their life-chances later; and aims to help them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

- Participate in learning activities to reinforce the new learning (Let me learn)
- Reflect on their learning and personal development (Help me reflect)

Knowledge organisers are used across the school and provide children with an overview of each unit, the bigger picture for their learning and key vocabulary in which they will learn and be able to use.

forward into the world as happier, confident young people who do not shy away from issues affecting their lives, but know how best to manage them either themselves, or who to turn to in order to seek help.

At Teagues Bridge Primary School, we continuously assess the impact of our Jigsaw lessons using a range of methods.

These include:

- The use of ongoing questioning throughout lessons, where teachers use the outcome of these to adapt and respond to the needs of the children.
- Circle time, class discussions and debates provide the opportunity for teachers to gather information on the children's views, understanding and needs.
- Pupil voice activities are used to understand children's emotional needs across the school.