

"The final forming of a person's character lies in their own hands." (Anne Frank)



PSHE at Clapgate



"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." (Maya Angelou)

Vision

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. 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.

Vocabulary

Our PSHE lessons develop vocabulary and oracy through: real life contexts, role plays, group work, real life experiences, paired talk, discussions and debates, rich questioning to gather ideas, guest speakers who can deliver high quality experiences, resources, and adults modelling good vocabulary in their own speech.

Keep up and catch up

Through formative assessment we identify children who are at risk of developing gaps in their learning and address these within lessons and in smaller groups.

SEND

Children who are struggling to access the learning at the expected level for their age are given appropriate supports within lessons. This includes accessing adult support. Work is also differentiated to suit different levels of ability within the class. To support differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work.

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me


Term 5: Relationships

Term 6: 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 (purple) and one is based on emotional literacy and social skills development (green). The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.



Clapgate
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Assessment  At the end of each Puzzle, teachers can use work in the children's Humanities books, 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. To support the teacher in tracking each child, there is a Summative Assessment: tracking pupil progress sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor.