PSHE/RSE – Subject Overview

Curriculum Design
• We value PSHE as an important part of children's development. It helps them understand and respect themselves, gives them a voice, and prepares them for life and learning. • We deliver Personal, Social and Health Education through a whole-school approach. This supports children's personal development and enhances their ability to learn. • The Jigsaw Programme provides a comprehensive and well-structured scheme of work, ensuring consistency and clear progression in this vital area. It supports the 'Personal Development' and 'Behaviour and Attitudes' strands of the Ofsted Inspection Framework, and contributes significantly to safeguarding, equality duties, British Values, and children's spiritual, moral, social and cultural (SMSC) development. • The Jigsaw programme is a progressive, spiral curriculum that fully incorporates all statutory requirements. • The PSHE curriculum is aligned with the Church of England's *Charter for Faith-Sensitive and Inclusive Relationships Education, RSE and Health Education*, and is informed by the guidance in *Valuing All God's Children* (Church of England Education Office, 2019). • The Jigsaw Education Group (JEG) approach places the child at the centre of all provision. Its aim is to support pupils in developing into socially, emotionally, morally and spiritually aware, and resilient individuals, well-prepared for adulthood.

Intent	Implementation	Impact
Here, at Berkswell School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. • Understand and apply key concepts such as respectful relationships, boundaries and consent • Develop emotional literacy, self-awareness and strategies for maintaining wellbeing • Explore moral and social issues, applying ethical reasoning and respect for diversity • Understand physical health, puberty and human development in an age-appropriate way • Assess risk and make informed, safe decisions, including in online contexts • Recognise their role as active, responsible citizens within a diverse society • Teaching is sequenced in a spiral curriculum, ensuring prior knowledge is revisited and built upon over time. At Berkswell School, we believe children should understand the facts about human reproduction before they leave primary school so this will be taught as part of our PSHE lessons.	We allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The learning structure of the six units taught each year, deepens and broadens every year. Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.	The children will be able to; • Demonstrate secure understanding of relationships, health and personal safety • Apply their knowledge to make informed, responsible choices • Show respect, tolerance and an understanding of diversity • To articulate their thoughts, feelings and values with confidence • Feel prepared for the next stage of education and for life in modern Britain

Curriculum Structure and Sequencing (Overview of how the subject is organised (EYFS, KS1 and KS2) Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year		
Term	Puzzle unit taught	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Vocabulary Development	Subject Specific Knowledge	Disciplinary Knowledge
JIGSAW PSHE and RSE concepts are taught as a spiral curriculum, therefore each year builds on the vocabulary that is covered in the previous years learning. Key concepts, language and terminology are regularly visited and applied during structured talking activities year on year, with increasing depth and sophistication. This continues from EYFS to Year 6 at an age-appropriate level. See **Knowledge and Skills Progression Map**	Across these units, pupils learn: • The features of positive, healthy relationships • The importance of respect, equality and diversity • Facts about physical and mental health and wellbeing • How the human body grows and changes • The principles of safety (including online safety) • Their rights, responsibilities and place in society	**Disciplinary knowledge in PSHE/RSE includes:** • **Understanding relationships and social contexts** Pupils learn how relationships function, including respect, boundaries, consent, and communication, and how these operate within families, friendships and wider society. • **Applying ethical and value-based reasoning** Children develop the ability to reflect on moral and social issues (e.g. fairness, inclusion, equality) and make informed, respectful decisions. • **Managing emotions and wellbeing** Pupils learn how to recognise, understand and regulate emotions, apply coping strategies, and make informed choices about their mental and physical health. • **Understanding health and the body** This includes knowledge of physical health, puberty, and reproduction, alongside the ability to make safe and informed health decisions.

		• **Evaluating risk and making decisions** Pupils are taught to assess risk (e.g. online safety, peer pressure), consider consequences, and make responsible choices. • **Developing self-awareness and identity** Children explore their own identity, values and beliefs, and learn to respect diversity in others. • **Engaging with society as informed citizens** Pupils learn about rights, responsibilities, British Values and how to contribute positively to their communities

Assessment	Oracy Opportunities
Jigsaw uses formative and summative assessment to track progress across both knowledge and social-emotional learning. Summative assessment descriptors are provided for each unit, with built-in tools like Jigsaw Journals and Knowledge Organisers to support reflection and evidence-gathering.	Jigsaw focuses on the importance of structured communication, discussion and active participation throughout its programme. Circle time approach in all classes allowing pupils to; • Share opinions, feelings and experiences. • Take turns to speak and listen. • Respond respectfully to others' views. • Build confidence when speaking to a group. • Talk with partners or small groups. • Work collaboratively. • Share personal reflections. • Develop positive communication skills. Many Jigsaw units include: • Friendship scenarios. • Conflict resolution activities. • Safety situations. • Problem-solving discussions
Enrichment and Wider Opportunities (Cultural Capital)	**Staff Expertise & CPD**
The explicit weekly lessons are reinforced and enhanced in many ways, during worship times, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. 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	• Online webinars and seminars attended by subject lead throughout the year • PSHE/RSE lead has access to some of the Education Hub resources and training • Staff meetings carried out to inform staff of changes and updates • Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups. • Regular professional development - Staff receive training on:

• 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	○ Using the Jigsaw programme effectively ○ Teaching sensitive and controversial topics ○ Managing difficult questions and discussions ○ Safeguarding and responding to disclosures ○ Creating safe, inclusive classroom environments ○ Current issues affecting children (e.g., online safety, mental health) • Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content. • Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
Inclusion and Adaptation SEND/PP/EAL	**Inclusion and Adaptation HAP**
• We adapt our curriculum to support all learners. Our Jigsaw curriculum is taught as a whole class and personalised for individuals by SSA's, support staff and class teacher depending on the pupil's needs. Careful consideration is taken into account regarding pupils' personal, social and emotional needs when considering the delivery of particular units. • Use of circle time to promote discussions in a safe and secure environment • Photographs and scenario cards used to support learners (these can be adapted for the individual pupil) In addition to this, teachers adapt lessons to ensure content is accessible, using: • Visual supports, simplified language, concrete examples • Additional pre-teaching or small group work where needed • Multi-sensory approaches and practical activities • Extended time for processing and responding • Personalised social stories or resources where appropriate	Challenge for higher-attaining pupils SEND) and additional learning needs (ALN), through: • Clear, consistent lesson structures • Calm, predictable routines that support emotional regulation • Emotional literacy woven throughout — helping pupils recognise, name and manage their feelings • Language and content that is accessible and inclusive • Varied modes of presentation and dual coding to engage all learners • A spiral curriculum and spaced retrieval that build knowledge progressively over time • A shared language around emotions, relationships and wellbeing. So pupils hear and use the same words across classrooms, playgrounds and beyond - paired and group activities encourage teamwork and empathy in safe and scaffolded ways. • Emotional literacy and self-regulation- mindfulness practices help pupils recognise emotions and respond calmly. • Consistent routines and structures the give all children, particularly those with SEND/ALN, the predictability and security then need to engage. • A spiral curriculum in PSHE/RSE that revisits and deepens learning progressively.

Curriculum Strengths	**Curriculum Next Steps**
• Curriculum content is taught consistently throughout each key stage • JIGSAW resources are adapted effectively to support SEND and vulnerable children. • A spiral curriculum in PSHE/RSE that revisits and deepens learning progressively. • Berkswell continue to develop very strong links with the local community. • As part of the KIVA team, KS2 pupils can support others by signposting them if they experience friendship issues.	• Plan the sharing new and existing curriculum content in more detail with parents/carers. • Continue to develop a range of adapted leaning strategies to support al learners in accessing concepts. • Continue to support staff subject knowledge through CPD opportunities • Continue to make links with the wider community as part of the whole school's Courageous Advocacy approach. • Continue to develop Oracy skills and opportunities during JIGSAW lessons

Sources - JIGSAW Education Group – Knowledge Hub

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