



OUR GOAL IS A NURTURING COMMUNITY THAT EXPECTS RESPECT, ENCOURAGES CREATIVITY AND EMBRACES ASPIRATION.

Our Federation provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. It aims to furnish them with the skills, knowledge and understanding they will need in preparation for their future lives, to be decent, proactive and happy citizens in our local and global community.

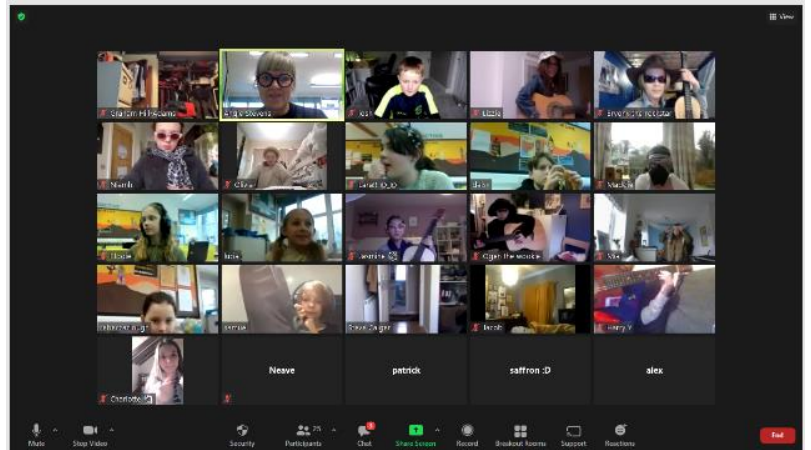
PSHE AT SANDFORD

At Sandford, we view personal, social and health education as fundamental to ensuring our pupils care, learn and thrive. PSHE is woven throughout life at Sandford School both explicitly and implicitly. At its core there are weekly dedicated PSHE lessons following the Jigsaw curriculum. These sessions give pupils a safe place to explore their own values and behaviours and to reflect on how these impact on those around them as well as on themselves. Our Core Values and British Values are further explored and reinforced through assemblies, pupil voice, Crews and learning powers. One off and annual events such as Children in Need and Mental Health Day provide more opportunities to explore PSHE topics. We teach children to be open minded, tolerant, respectful and embracing of difference. We want them to understand their own thoughts and feelings as well as other people's alongside their rights and responsibilities.

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all classes working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each class is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The profile of PSHE within Sandford is further raised by displays celebrating the Jigsaw themes, the school's core values or other aspects of PSHE such as "Hello Yellow" for world mental health day. Newsletters containing information on how we celebrate and promote the School's core values are regularly sent out to parents with suggestions of ways to promote each value and a communication slip to let us know how their child has demonstrated that value.

WHAT DOES PSHE LOOK LIKE AT SANDFORD?



HOW DO WE TEACH PSHE?

When teaching PSHE, we are helping to develop and equip the children with the skills to think and get to know their own thoughts and feelings and to understand their part in the life of their school, family and wider community. We support the children to:

- develop a strong sense of self
- strengthen mental health and develop coping strategies in response to challenges
- explore their rights and responsibilities as members of the school, family and the wider community
- contribute to the life of the school, family and wider community in positive ways
- make positive choices
- develop resilience
- foster cooperation
- be curious about the lives of others
- develop empathy for others
- explore, question and reflect on their understanding of society and their place in it

At Sandford, we want PSHE to be a thread woven throughout the whole life of the school. We want to provide children with opportunities to express their thoughts, feelings, individuality and sense of belonging. We do this through a focus on pupil voice, celebrating difference and originality whilst being part of a caring community. We encourage children to take on responsibility in positive ways such as starting clubs, raising money for charity or becoming a Crew leader.

The Jigsaw curriculum provides a framework for taught PSHE sessions that are on a common differentiated theme throughout the school. Each half term a new “puzzle” is explored at the same time in each class. Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. A Jigsaw charter is followed which clearly defines the rights and responsibilities of the children during Jigsaw lessons and helps to promote an open and safe environment for learning and reflection.

Puzzle themes are repeated each year building on previous knowledge and ensuring topics are age appropriate. This allows a revision of previous learning before moving on. Children are introduced to a Jigsaw Journal in year 1 which they keep throughout their time at Sandford and stands as record of their PSHE learning. Use of the Jigsaw friends and routines such as “calm me” time builds familiarity and consistency across the school. Jigsaw friends also serve as a visual reminder of the PSHE learning in each classroom.

THE IMPACT OF OUR PSHE CURRICULUM

The impact of using the Jigsaw curriculum and the associated resources will be raising the profile of PSHE within the school and developing the children’s knowledge in all areas of personal, social, health and sex education. The cyclical structure of the curriculum means the children’s knowledge and skills will build each year, deepening their understanding of the topics and adding to their skill set. With all classes using the same resources (Jigsaw friends, chime and journals) and children sharing in whole school assemblies, concepts are reinforced. Regular newsletters support parental engagement with suggestions activities to share the learning going on in school. Self-assessment strategies empower the children to reflect on their learning and be more active in it.

PSHE IN THE EARLY YEARS

In Early Years, the Jigsaw curriculum follows the same “Puzzle” piece units as in the other years and supports the prime area of learning, Personal, Social and Emotional. There is a weekly short lesson which is complimented through provision of related activities during the rest of the week.

PSHE IN KEY STAGE 1 & 2

In KS1 & 2, we follow the statutory guidance for PSHE including for relationships education. Each year classes follow the same puzzle pieces:

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

As our classes are all mixed year classes, teachers choose the most appropriate lessons from the year groups according to the needs of their class at the time. Often the final puzzle piece “Changing me” will be taught separately to year groups within a class due to the content from the relationships curriculum. Activities are varied each year so children do not repeat work.

HOW WE MAKE PSHE EXCITING AND MOTIVATING

PSHE is intrinsically links to all we do in school. Within PSHE lessons the use of the “Jigsaw Friends” provides the children with a tangible focus for their thoughts and a source of companionship and comfort. The structure of the lessons and the use of the Jigsaw Charter sets out a safe space to “think aloud” and reflect on thoughts and feelings.

Outside of PSHE lessons exciting, motivational lessons in other subject areas naturally provide opportunities to practise and enhance personal, social skills. Off site visits and visitors to the school provide stimulating experiences for our children and a chance to build social skills and gain confidence as well as providing glimpses into other people’s lives. Extra curricular clubs give children a chance to form friendships with children in other classes and make relationships with different members of staff. Charity events and PSHE focus days provide opportunities to see PSHE in action. Children can demonstrate their skills such as by raising awareness of the importance of good mental health and

resilience or by raising money for charity. Children are given responsibility and a voice within the school through the School Council who take on various roles and liaise between the children and the staff. Crew captains and buddies are excellent role models to the children in the school, particularly the youngest children.

Staff reward children's good choices with work points which foster a sense of belonging as the Crew with the most points each term is rewarded. Children can also earn conduct points which once accrued result in badges beginning with bronze. Parents are invited to share in the assembly where their child is recognised with a badge and the class teacher outlines the skills and qualities, they have which have helped them to achieve their badge. Children wear their badges with pride and are highly motivated to achieve theirs. Children have a running record of their Jigsaw work in their journal which follows them through the school promoting reflection. Displays around the school link to Jigsaw themes as well as British Values and wider PSHE themes.

HOW WE ASSESS PSHE

Teachers use formative assessment techniques within lessons to inform future learning. Assessment may lead to children being referred for support with the School's Learning Mentor, if teachers feel extra support is needed or in other instances assessment may lead to different opportunities for children to experience something new or take on extra responsibility. Most of the time assessment allows teachers to tweak the upcoming lessons to fully support the needs of the class and capitalise on their interests. Teachers feedback to children in a positive non-judgmental way during Jigsaw lessons, maintaining a safe environment for children to explore their own thoughts and feelings without fear. Children self-assess within lessons, using reflection to examine their own understanding of topics. Older children also set themselves targets to work towards.

HOW WE HELP CHILDREN WHO FIND PSHE DIFFICULT

Children who find PSHE difficult are supported in a variety of ways. Consistency through the school in terms of lesson format and resources makes it easy for children to negotiate PSHE lessons without having to relearn the structure. For children who identify themselves or who are identified by the teacher as requiring additional emotional support the Learning Mentor or Mental health Champion are available and ELSA support is put in place. As a dyslexia friendly school, many of our resources are printed on neutral or buff coloured paper, as well as using a font that is more easily recognisable. As with all children, first quality teaching from the class teacher is used as an important tool in ensuring all children thrive. As such, all class teachers operate a 'hug closely' group for children who have been identified as requiring additional support in achieving their learning outcomes. More broadly speaking, common practices applied by our classroom teachers and teaching assistant would be:

- setting common tasks which are open-ended and can have a variety of responses; as well as giving more time to complete tasks
- setting tasks of increasing difficulty: not all children complete all tasks
- providing resources of different complexity depending on the ability of the child
- using Learning Support Assistants to support children individually or in groups

At the point where a child is unable to demonstrate progress in this area, a conversation with the SENDCO would take place. Please see the SEND policy and the school's graduated response forms for further information on when a child requires additional support because there is a significant gap in their learning.

HOW PARENTS AND CARERS CAN HELP THEIR CHILDREN WITH PSHE

A child's life outside of school can have a huge impact on their ability to thrive and learn in school. As parents and carers, you are in the best position to support your children's personal, social and emotional health. You know when your child is confident and happy and when they are finding times tougher. You are proud when your child helps someone or makes the choice to be kind. As parents we are also well aware that sometimes life is challenging and does not go the way we wanted or anticipated it might. Our children come to us with questions such as "Why me?" or "Why did they do that?" or statements such as "that's not fair!" These moments are opportunities to help your child reflect and learn. Take time to talk to your child about what led to the situation and the part they may have played in it. Show them that they have a voice and have choices even when others don't behave in the way they wanted them to. Reward choices which have a positive impact on others (and themselves).

Be vigilant and look for changes in your child's behaviour which can be a sure sign something is bothering them. Be involved in all aspects of their life, in reality and online. This will allow you to find openings to discuss thoughts and feelings. Share your interests. Model how you make decisions and what you do if you are finding things challenging. Children learn far more by watching what we do rather than hearing what we say! Reward resilience and trying their best rather than the outcome. Above all find time to share together, this is when the talking starts and the magic happens!