**“You are braver than you believe, stronger than you seem and smarter than you think!”**

Intent

At Laceby Acres Primary Academy we recognise that PSHE is essential to everyday life Our PSHE sequence of work aims to equip pupils with essential skills for life. It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes pupils need to protect and enhance their wellbeing. Through a series of weekly lessons, pupils learn how to stay safe and healthy, build and maintain successful relationships and become active citizens who participate in society responsibly.

The curriculum reflects the specific needs of the pupils who attend Laceby Acres amidst the current climate ‘post covid’. We believe the pandemic has had a lasting and significant effect on our pupil’s wellbeing and subsequently we have tailored our curriculum to tackle this issue.

Many pupils who attend Laceby Acres haven’t had the opportunity to socialise and develop their interaction skills or build lasting relationships with their peers and family. During Lockdown, the majority of our pupils have had to deal with the pressures arising from not interacting with others for huge lengths of time and not having to adhere to the normal boundaries. On returning to relative normalcy in school, many children have struggled with the boundaries and routines expected of them which they may not have been used to for the preceding 18 months.

We have adopted the Jigsaw scheme of work as a foundation for building our own bespoke PSHE curriculum.

“Jigsaw holds children at its heart and its cohesive vision helps children understand and value how they fit inti the world and contribute to it. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.’

Our lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Alongside the Jigsaw scheme we use Chris Quigley’s Secrets to Success to support the pupil’s wellbeing and encourage them through all school life to be the best they can be.

We aim to provide a high quality PSHE education with a nurturing approach so that all children:

* Are healthy, physically and mentally
* Stay safe (in the real world and online)
* Be aware of the potential dangers of drugs, alcohol and tobacco
* Are aware of how we grow and change
* Develop safe relationships
* Learn about how to make and develop respectful and positive relationships with family and friends.
* Know about the different types of bullying and how to manage hurtful behaviour
* Learn how to be part of a wider community
* Learn how to take responsibility for their own actions and to have responsibilities for the wider school community.
* Are aware of economics and how to use money responsibly.
* Are encouraged tto have high aspirations and be exposed to different career paths.
* Are aware of media literacy and digital resilience and understand the downfalls of improper use.

Implementation

At Laceby Acres Primary Academy we ensure that our PSHE curriculum is embedded day by day in classes alongside weekly lessons. Our curriculum, which is spiral progressive is taught through 6 half term units of work called Puzzle Pieces.

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 piece has 2 learning Intentions, once specific to relationships and health education and the other designed to develop emotional literacy and social skills. This meets the requirements of the national curriculum, however, our PSHE curriculum is ambitious and goes beyond these requirements through delivering additional lessons applicable to the current climate and the needs of our children. These include Hidden differences, water safety and fire safety.

Puzzle are launched each half term with a whole school assembly containing an original song. With each year group, studying the same unit at the same time building sequentially through the year facilitating whole school learning themes. The various teaching and learning activities used are engaging and mindful of different learning styles. The early years planning is aligned to the national early year’s framework. Each lesson is built upon a charter which underpins the behaviour and respect that is the basis for each lesson. the lessons then split into 6 parts:

**Connect us** – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

**Calm me** – This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

**Open my mind** – The Reticular Activating System of the brain filters the many stimuli entering the child’s mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

**Tell me or show me** – This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**Let me learn** – Following Piaget’s learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to ‘accommodate’ it into their existing learning.

**Help me reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

**Closure**– Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

In addition to this, teachers have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where necessary. The summative assessment process offers criteria for children either working at, beyond or towards  the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further. The “Class Teacher” page at the start of every puzzle allows time for practitioners to consider the upcoming content. These support teachers to feel more confident in their own subject knowledge, which in turn allows them to extend the learning of the children.

We also have a MHFA/Wellbeing Lead who supports the whole school community including staff, children and parents. We feel that the children need to understand the importance of both physical and mental wellbeing and the role they play in their education and in life. we also have a team of wellbeing ambassadors from Phase 3 who have been trained to support their peers in a positive way.

Historically, Laceby Acres has encouraged members of the local community, such as the emergency services, health professionals and people from a range of career backgrounds and experiences to come into school. This both raises aspirations and develops pupil’s knowledge of life outside school and lead them towards a path they may one day take. This is further developed with our links with local colleges.

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Impact:

Laceby Acres sequence of work provides an effective curriculum for well-being. Pupils deveop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in an environment of openness, trust and respect and know when and how they can seek the support of others. They will apply their understanding of society to everyday interactions in the classroom and the wider community. PSHE education helps pupils to achieve their potential supporting their well-being and tackling issues that affect their ability to learn, such as anxiety and unhealthy relationships.

PSHE can have a positive impact on the whole child (including their academic development and progress) by lessening any social and emotional barriers tp learning and building their confidence and self-esteem. PSHE education also helps disadvantaged and vulnerable pupils to achieve more by raising aspirations and empowering them with the skills to overcome any barriers they face.

We aim to measure the impact has by conducting learning walks, talking to pupils and discussing any issues they may have raised. We also regularly look in the pupil’s books and the floor books.

Our PSHE whole-school approach, rather than simply a lesson-a-week Scheme of Work for PSHE, has numerous layers built in that engender a sense of belonging and community, and that value every individual, for example: praising one attitude or behaviour each week through the Weekly celebration, bringing the whole school together for Jigsaw assemblies and to sing the Jigsaw songs, and celebrating every child’s contribution to the school community through the ‘end of Puzzle outcome’ (a display or whole-school activity that includes everyone’s involvement or work). The Jigsaw Families Programme outreaches the Jigsaw philosophy of positive psychology and mindfulness into the home too.

Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.