

# How is PSHE and SMSC taught at Paddox Primary School?



# PSHE Intent

At Paddox we intend to provide children with the knowledge, skills and understanding in order to prepare them for life in today's diverse society. Pupils are taught PSHE using 'Jigsaw' which has an intent to improve children's capacity to learn, their resilience and enhance emotional well-being and mental health; therefore, improving their life chances.

This cohesive vision helps children to understand and value how they fit and contribute to the world. Jigsaw also includes mindfulness, allowing children to advance their emotional awareness, concentration and focus - therefore impacting their progress across the curriculum.



# PSHE Implementation

The implementation of PSHE is using a mindful approach through the Jigsaw scheme of work; this is a whole school approach in which every year group works on the same theme (puzzle) at the same time. Children have one lesson per week and teaching strategies are varied to be mindful of differentiated approaches to suit the needs of all learners within the classroom.

Jigsaw includes six half-term units of work (puzzles) which each contain six lessons (pieces), these are designed to give children relevant learning experiences which will help them navigate their world and develop positive relationships.

Term 1: Being Me in My World

Term 2: Celebrating differences (including anti bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)



# PSHE Implementation

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson.

The lesson is then split into 6 parts:

- Connect us
- Calm me
- Open my mind
- Tell me or show me
- Let me learn
- Help me reflect

Mindfulness is developed in 3 main ways in Jigsaw; through the 'calm me' time in each piece, through the taught curriculum, and through the 'pause points' in pieces. The mindful approach helps children to regulate and manage their thoughts and feelings by using interventions they have been taught, thus being able to more readily choose their responses to situations.



# PSHE Implementation

To enhance the learning experience, Jigsaw-shaped soft toys (Jigsaw Friends), chimes and Terrie cats are included as part of the mindfulness practice lesson.

The Jigsaw chime and Calm me exercises is an introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning.



Jigsaw Terrie cat is introduced in the first puzzle, he acts as the trigger for 'pause points' in lessons which ask children to 'stop and look inside' to practise observing their thoughts and feelings relating to what they are learning about in that lesson.

Jigsaw friends act as distancing tools to keep learning about sensitive issues safe. The Jigsaw friends also act as talking objects in the Jigsaw circle; when children hold a Jigsaw friend it is their turn to talk and be listened to if they choose to.



# PSHE Impact

Assessment in Jigsaw is both formative and summative; the clear learning objectives for each piece allow teachers to be mindful of the assessment elements within the session which can formatively support them to pitch and plan subsequent lessons.

PSHE at Paddox school teaches children to stay safe and healthy, whilst building self-esteem, resilience and empathy. This can help to tackle barriers to learning, raise aspirations and improve the life chances of the most vulnerable and disadvantaged children.



# SMSC Intent

## **Spiritual**

Pupils at Paddox Primary School will be reflective about their own beliefs and religious views which inform their perspectives on life and their interest in and respect for different people's faiths, feelings and values. They will gain a sense of enjoyment and fascination in learning about themselves, others and the world around them while showing a willingness to reflect on their own experiences.



# SMSC Intent

## **Moral**

Pupils at Paddox Primary School will distinguish the difference between right and wrong. They should readily apply this understanding in their own lives and understand the consequences of any negative behaviour and actions. Children should offer reasoned views about moral and ethical issues, and the ability to understand and appreciate the viewpoints of others on these issues.





# SMSC Intent

## **Social**

Pupils at Paddox Primary School will use a range of social skills in different contexts, such as working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Participation will occur in a variety of communities and social settings, enabling children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



# SMSC Intent

## Cultural

Pupils at Paddox Primary School will appreciate the cultural influences that have shaped their own heritage and that of others, as well as understanding the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.

Children will take an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



# SMSC Implementation

- All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in as far as their actions affect other people.
- They will be encouraged to value themselves and others.



# SMSC Implementation

- Pupils should understand the need for rules and the need to abide by rules for the good of everyone.
- School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning documents.
- Assemblies are planned with a SMSC focus across the year whilst our JIGSAW PSHE teaching scheme promotes specific teachings that encompass SMSC areas too.



# SMSC Impact

SMSC is not formally assessed but forms part of the overall PSHE assessment.

Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

