

PSHCE - Jigsaw Curriculum



Implementation

'let your light shine'
Matthew 5:16

Contents



1. Modular knowledge approach
2. Developing disciplinary knowledge and skills development
3. Lesson structure
4. Knowledge organisers and knowledge notes
5. Formative assessment (hinge points, exit tickets, cumulative assessment)
6. Summative assessment (end of unit and end of year assessment)
7. Supporting pupils with SEND
8. Reading and vocabulary instruction
9. **Jigsaw** in the EYFS
10. Celebrating diversity
11. Training for classroom teachers (QFT teacher and unit specific training)

1. Modular knowledge approach



Jigsaw is taught across each year group in modules that enable pupils to explore and understand their thoughts, feelings diversity, health, relationships, ambitions and key vocabulary that links to each. Each module aims to equip the pupils with all the knowledge to be global citizens that can provide and support the community/society they live in. Each module is sequenced to enable pupils to build from their previous learning and experience, both within their year group and subsequent year groups.

Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

Do Nows and Reteach weeks are also used to support retention of knowledge.

2. Developing Disciplinary knowledge and skill development



Through PSHE it enables children to develop the attributes and qualities in order to thrive as an individual in society.

Disciplinary knowledge in PSHE is the interpretation of themselves and how to support themselves and others through changes. They will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

Each year group focuses on the same topic, in the same order. As the children progress through the year groups, their knowledge is deepened by exposing them to age related information and key vocabulary. This progression through the year groups, helps the children to become masters of their world and the world around them.

3. Lesson structure



Feature	Function
Do Now	To recall previously taught knowledge to help the children remember and know more.
Hinge Knowledge Retrieval	To recall key, pivotal knowledge to help the children progress through the year groups.
I (Model/Guided Discourse)	Explicit teaching of the knowledge for this lesson, modelling and discussing my thoughts.
We	Time for the children to express opinions, discuss their ideas and formulate their understanding of the topic.
You	Independent application of the knowledge taught.
Exit ticket (cumulative)	Demonstrates if the children have retained the knowledge and can use it to answer a final question.

4. Knowledge organisers and knowledge notes



Each lesson, the children are taught the vast vocabulary needed to navigate through life.

This is in the form of teaching, discussion and scenarios. Each lesson the children are provided with the key vocabulary needed (with definition) for that specific area of learning, on their learning objective (LO) sheet. These words are discussed prior to the learning and then woven into their discussion and activities to help the children to add it to their own, personal vocabulary (1).

Having these words and definitions on the LO sheet gives the children to the ability revisit them during or after the lesson, furthering the support of moving the knowledge to their own vocabulary.

Furthermore, each week, children are informed and taught about an article from the UN convention on the rights of the child. This is added to LO sheet and discussed during the start of the lesson (2).

4. Knowledge organisers and knowledge notes



DATE	Vocabulary	Rights - Article 2
<p><i>L.O. To define relaxation and discuss ways to relax</i></p> <p><i>Success criteria</i></p> <ul style="list-style-type: none"> • Define relaxation • Identify techniques to relax • Discuss • Apply 	<p>Relaxation</p> <p>The state of being free from tension and anxiety.</p> <p>Tense</p> <p>Unable to relax because of nervousness, anxiety</p> <p>Calm</p> <p>Not showing or feeling nervousness, anger, or other strong emotions</p>	<p style="background-color: #ccffcc;">Non-discrimination</p> <p>The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.</p>
Do Now		Previous Lesson - feedback
<p>Name two ways to stay healthy.</p> <p>_____</p> <p>_____</p>		<p>Great work! Remember, when defining a healthy diet, ALL food groups need to be eaten in the correct amount/portion.</p>
Exit Ticket		
<p>Name two ways to relax.</p> <p>_____</p> <p>_____</p>		

(2)

(1)

(feedback for the class based on previous lesson)

5. Formative Assessment



Assessment for learning strategies

Hinge Points

The hinge points are the pivotal points that enable children to unlock the learning in subsequent years. By the nature of the Jigsaw scheme, the hinge points are woven into each topic, as next year, the children will build on their prior learning.

Exit Tickets

Demonstrates if the children have retained the knowledge and can use it to answer a final question.

Cumulative assessments

They are a combination of all of the exit tickets over that half term. This is done so the children's knowledge is consolidated, and they then can apply what they have learnt at the end of the unit.

6. Summative Assessment



End of unit assessments

The end of unit assessments inform the reteach and retrieval week in the following half term. They are a combination of all of the exit tickets over that half term. This is done so the children's knowledge is consolidated and they then can apply what they have learnt at the end of the unit.

End of year assessments

The end of unit assessments inform the reteach and retrieval week in the following year. They are a combination of all of the units with added extra scenarios for the children to apply their knowledge.

Reteach weeks

Reteach week (1st week back after half term) is an opportunity for the class teacher to assess the gap (informed from the end of unit assessment) in knowledge. That area is retaught to make sure they children are secure with the missed learning.

Retrieval Weeks

Retrieval week (2nd week back after half term) is an opportunity for the class teacher to assess the gap (informed from the end of unit assessment) in knowledge. This is an area that the class need to revisit to secure it in their long-term memory. This isn't an area that they got wrong, just one that needs to be revisited to ensure everyone can recall the key knowledge.

Autumn Anchors

7. Supporting pupils with SEND



We aim for all Jigsaw lessons and learning questions to be accessible to all pupils. Pre-teaching of Jigsaw vocabulary provides all children with the opportunity to demonstrate an understanding of module specific language. The use of the vocabulary section on the LO, helps provide pupils with a visual representation of the knowledge being taught. In addition, vocabulary boxes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.

8. Reading and vocabulary instruction



We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Modula specific language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Our Jigsaw curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. The Jigsaw scheme followed, links to fictional and non-fictional scenarios in stories to help embed vocabulary. Moreover, the texts provide the children with a neutral example of the learning to remove any form of sharing difficult person experience.



9. Jigsaw in the EYFS



At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

9. Jigsaw in the EYFS



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Learning in EYFS:

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. <ul style="list-style-type: none"> • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive.

		<ul style="list-style-type: none"> • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
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Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene

9. Jigsaw in the EYFS



		<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, <u>present</u> and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of <u>others</u>, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to

			<ul style="list-style-type: none"> follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, <u>resilience</u> and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the <u>toilet</u> and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society.



10. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In Jigsaw, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic). This is done through various scenarios, videos and pictures. Furthermore, each topic is heavily dependant on personal reflection and sharing personal experiences. This will enable children to experience the class diversity and hear about the various backgrounds in our class and school. If there is an area of diversity that hasn't been spoken about, time is spent during the lesson to learn about those too.



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Promoting diversity across our Trust



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Proud to support our LGBTQ+
staff, pupils & families



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A Disability Champion

11. Staff CPD



All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

- Audit
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs