

Learning walk: 13th November 2023

By: Amy Freeman

Focus: How is the PSHE Jigsaw scheme being implemented throughout the school?

Area: PSHE

Observations	Evaluation
<p><u>Reception</u></p> <ul style="list-style-type: none">• Strong, warm and supportive relationships with the adults in the classroom enable the children to learn how to understand their own feelings and those of others. The children are supported through circle time, specific curriculum time and through their own play, to manage their own emotions and to make good friendships, co-operating and resolving conflicts peaceably. The children learn about friendship through reading and discussing a range of children's stories such as 'Rainbow fish' and 'Sharing a shell', exploring their feelings in a safe environment.• Children are following the Jigsaw scheme, and use the calm me script and chime bar in their lessons.• They use Jigsaw Jennie.• They looked at healthy food and discussed bedtime routines. They also looked at keeping themselves clean.	<p><u>Reception</u></p> <ul style="list-style-type: none">• The children are developing an understanding of their own feelings and those of others. They play well together and adults are on hand to support them in developing their relationships and playing fairly together. The children enjoy circle time discussions and exploring PSHE issues through stories.• This enables them to relax and practice mindfulness skills.• The children are learning to take turns, to only speak when holding her and are able to get used to talking about their worries and listen to their friends.• Children were able to share their favourite healthy food and then drew what this might look like. They know which foods are healthy and not so healthy and can make healthy eating

<ul style="list-style-type: none"> • They spoke about stranger danger. • They've looked at their families. • They explored friendship and wrote down what they could do if someone else is lonely. <p><u>KS1</u></p> <ul style="list-style-type: none"> • Strong, positive and caring relationships with the adults in the classroom enable the children to learn how to develop and sustain friendships. The children have been supported through circle time, specific curriculum time and through their own interactions, to explore what friendship means, to express their own emotions and to consider how their actions may be making other people feel. 	<p>choices. They realise the importance of getting enough sleep and how we feel if we don't. The children understand how moving and resting is good for their body. They can wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet.</p> <ul style="list-style-type: none"> • They know what a stranger is and how to stay safe if a stranger approaches them. • They can identify some of the jobs they do in their family and how they feel like they belong. • They know how to make friends to stop themselves from feeling lonely. They can think of ways to solve problems and stay friends. <p><i>Children in Reception are enjoying their PSHE lessons and the discussions they are having will help them transition into a larger class in September.</i></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • The children in Squirrels class are learning to navigate the complexities of relationships. This term they have focused on celebrating differences between themselves and others, how to work together in partners and in a group, and identify things that may cause conflict between friends and what they could do to resolve problems.
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- Children identified similarities and differences between them and people in their class.
- Children discuss what bullying is, and what you might do if you were being bullied.
- We spoke about the possible reasons behind why children act the way they do, and thought about kind things we could say, and kind things we can do with our hands.
- We looked at the roles animals played in the War on Remembrance Day, and painted purple poppies to display in the village. We also looked at Rebecca Choy's war story.

KS2

- Positive, secure and supportive relationships with the adults in the classroom provide good role modelling as the children continue to explore their relationships and emotions. Children are encouraged to talk about the

- They were then able to recognise some ways in which they are the same as their friends which works well with the transition of Reception to Year 1 and Year 1 to Year 2.
- Children understand how it might feel to be bullied and know actions to take if it is happening to them.
- This helped the children to develop an understanding of the feelings of those around them, and asked them to consider how they can be kind to their classmates.
- The children discussed bravery, and we discussed how we are thankful and grateful for the sacrifices made.

The children in KS1 enjoy circle time discussions and they also enjoy continuing to explore PSHE issues through stories. In pupil voice they said that PSHE is important 'so that we don't say things that might hurt people's feelings, sharing your worries helps so that you don't get upset'.

KS2

- Working in partnership and in groups further encourages the children to develop their team working skills.

<p>consequences of their actions, their rights, responsibilities and choices. Scenario cards and photos are used to stimulate discussion about the complexities of relationships, encouraging children to see other people's viewpoints.</p> <ul style="list-style-type: none"> • Children spoke about rules and consequences, why they are needed and their relation to rights. • They spoke about coping when things do not go their way. • Children spoke about a person who has faced difficult challenges and achieved success. • They created poppy artwork to go on display in the village. KS2 house captains laid wreaths at the memorial on Remembrance Day. 	<ul style="list-style-type: none"> • The children understand how to make others feel valued. • In the pupil voice the children said 'I liked when we drew a cauldron and spoke about what makes us bubble over. It was nice to think of things that made us feel calm'. They understand that their behaviour brings rewards/consequences. • They are able to respect and admire people who overcome obstacles and achieve their dreams and goals. • The children were able to make cross curricular links to History, and links with their local community. <p><i>Lessons taught clearly reinforce fundamental British values.</i></p> <p><i>PSHE supports the children in Badger's class to be emotionally and socially healthy and to explore the emotional and physical changes that they may experience. The environment is supportive and safe, enabling the children to openly and honestly discuss key issues in their</i></p>
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	<i>lives and to explore friendships and other relationships</i>
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When asked 'What do you like about PSHE?' The children answered...

Everything, I enjoy talking about my feelings, I like sharing our feelings and being calm. It is nice to listen to other children and understand their feelings too. So we can feel in the right mood, it helps worries to go away - I know to tell someone.

Overall Evaluation:

- The children's learning and understanding is built upon in each year group, according to the specific needs of each class.
- They build up their abilities to see the complexities in relationships and to co-operate and work together with others, exploring and building healthy friendships and relationships with others.
- They are learning to become active citizens, responsibly participating in society around them.
- PSHE lessons are an important element of that learning, but it also encompasses all areas of the curriculum throughout the day.
- We have had Lego Therapy sessions running, as well as nurture sessions that are supporting our children's mental wellbeing.
- The Mental Health Support Team have had involvement this half term with the school, with coffee mornings and workshops for KS1 & KS2.

Areas for development:

- Ensure we are maximising the support we can gain from the MHST.
- Ensure teachers are using the PSHE association for resources alongside Jigsaw.