


PSHE Non-Negotiables

1. There are six units (puzzles) to be taught each year. All puzzle pieces are taught at the same time throughout the school in the following order:
 - Being Me in my World
 - Celebrating Difference
 - Dreams and Goals
 - Healthy Me
 - Relationships
 - Changing Me
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2. At the start of each academic year, each class create their own class rules (or charter). This is displayed in every classroom and referred to at the start of every PSHE lesson, even if only pointed to, to ensure that children feel safe to discuss potentially sensitive content.
 3. Jigsaw Journals are used in Years 3-6 and Folders in Years 1-2.
 4. Unit page dividers are used to demarcate a new puzzle piece.
 5. Most lessons contain six main parts:
 - Connect Us
 - Calm Me
 - Open My Mind
 - Tell Me or Show Me
 - Let Me Learn
 - Help Me Reflect
 6. Due to timetable constraints, if teacher feels that there is limited time in one particular lesson, then teacher judgement may be used to miss out a section. However, this should be as infrequently as possible.
 7. Teachers use PSHE tracking grids to assess children in both their substantive and disciplinary knowledge.
 8. Specific vocabulary is explicitly taught at the start of each puzzle piece. Teachers to place more emphasis on transferable vocabulary.
 9. All pages in books, and worksheets in folders, to display LO. The LO should clearly state both the disciplinary and substantive knowledge and be printed in colour (green and purple) to highlight these.
 10. PowerPoints which have been downloaded directly from Jigsaw are to be edited (or new flipcharts made) so that key vocabulary and the learning intentions are displayed at the start of the lesson. This is a minimum, many PowerPoints and flipcharts require further slides to be added.
 11. Not every lesson needs evidence in books!
 12. Planning and teaching should be delivered in a way which caters for SEND, PP and EAL children.