

Making your **PSHE count** for **Ofsted**

In this document the following areas will be briefly covered:

- *What is Ofsted inspecting?*
- *What are the expectations?*
- *How does Jigsaw PSHE contribute?*

What is Ofsted inspecting?

Ofsted are looking to see if there is a whole school approach to the curriculum.

Their judgements will focus on:

1. Quality of Education
2. Behaviour and Attitude
3. Personal Development
4. Leadership and Management

The DfE says that *'Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social, and cultural development of pupils...and the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.'*

So, a whole school approach is required!

Jigsaw, the mindful approach to PSHE, offers a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world.

In the personal development key judgement, there is statutory content which must be covered, namely Sex Education (at secondary), Relationships Education and Health Education (both at primary and secondary). There is also plenty of other content which schools are free to decide on.

Jigsaw PSHE has been designed to cover all the statutory content required as well as offer a challenging up to date PSHE programme which covers the topics best needed to tackle the challenges of modern life. All this in a whole-school, developmental, progressive approach.

Ofsted will look at:

- **Intent** - Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage
- **Implementation** -The way the curriculum is taught and assessed to support pupils to build their knowledge and to apply that knowledge as skills
- **Impact** -The outcomes that pupils achieve because of the education they have received
So, what do they expect to find?

What are the expectations?

The expectations are that

- Everyone is involved – this cannot just be an SLT initiative, everyone needs to be on board and fully contributing. It must be a whole school approach.
- The result of a good, well-taught curriculum is that pupils know more and are able to do more – this phrase is key 'learn more and remember more'
- The Knowledge taught should be important and must be chosen in the right order so that the knowledge learned first means that more complex knowledge can be understood later
- Meaningful assessment happens - Knowledge in PSHE can be checked just as much as any other subject -Does the assessment check what pupils have remembered? Can something they learnt in one year group be articulated in the next and beyond?

"PSHE, and in particular of its elements of relationships education, sex education, and health education, are of critical importance in every school, and to every pupil. Ofsted's inspection framework makes clear that no school's provision can never be limited to the academic, technical and vocational curriculum. Schools must equip with the knowledge and skills necessary to make safe and informed decisions so they can manage their academic, personal and social lives in a positive way, and become responsible, respectful active citizens who can contribute positively to society. Put simply, pupils need it. In addition, the wide-ranging and significant impact on pupils of the COVID-19 (coronavirus) pandemic has meant that the need for effective provision here is even greater."

Roary Pownall

Her Majesty's Inspector, Schools

Subject Lead for PSHE (Personal, Social, Health and Economic) Education, RSHE (Relationships, Sex and Health Education) and for Citizenship

Ofsted Curriculum Unit

How does Jigsaw PSHE contribute?

Jigsaw offers a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world.

Jigsaw is a programme for 3- to 16-year-olds, which comprises PSHE (Personal, Social, Health Education), resilience, mental health, emotional literacy, social and employability skills, British Values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education, all underpinned by mindfulness philosophy and practice.

Growing pupil voice, nurturing the belief in personal agency and reflection on their roles in local and global communities all help to develop active and engaged citizens.

The focus on mental health is evident throughout. **The Jigsaw team is passionate about mental health being a pre-requisite for successful learning, for health, happiness and positive life choices.** It is also crucial for understanding that young people need to be empowered to understand themselves and their minds to combat stress, pressure and influences that may cause them harm.

Jigsaw is structured through 6 Puzzles (units). Each year group studies the same Puzzle (unit) at the same time, part of the whole-school approach – the content builds from year to year – a truly spiral and progressive programme.

The six puzzles are:



Being Me In My World
Who am I & How do I fit in?



Celebrating Differences
Respect for Similarity & Differences.
Anti-Bullying & Being Unique



Dreams & Goals
Aspirations & Goals
Understanding Emotions



Healthy Me
Being & Keeping Safe
Mental & Physical Health



Relationships
Building Positive & Healthy
Relationships



Changing Me
Coping Positively With Change

One of the Puzzles (units) in Jigsaw 3-16 is dedicated to the development of relationships.

In Jigsaw, the relationship with self (involving self-awareness, self-identity and skills of resilience, self-esteem) is the vital starting point, which has an impact on everything else, from decisions regarding health and well-being, to relationships chosen.

Positive and successful relationships with others stem from this starting point, including others in friendships, family, communities and as a global citizen. Skills of empathy, intimacy, communication, negotiation and conflict resolution are enabled through Jigsaw 3-16, as appropriate at different ages and stages of development.

Each Puzzle has mindfulness built in and a variety of assessment opportunities which will challenge the young people in their knowledge of content and self-development. At secondary, these assessments can be used to enter the NCFE RSHE Awards if accreditation is desired.

The Jigsaw Programme not only covers the statutory content, it builds and develops many vital and transferable skills. These skills will help children and young people flourish, create and take opportunities, value themselves and others and equip them with resilience needed for modern life in an ever-changing world.

Jigsaw Education Group