

## PSHEC/ 9 Habits at Oasis Academy Broadoak

At Oasis Academy Broadoak we firmly believe that good social, emotional and mental wellbeing is essential to transforming and laying the strong foundations for children's lives, now and in the future. We want every child to understand and value their worth hence, we promote mental wellbeing by supporting and equipping our children, with the necessary skills needed to strive in the 21<sup>st</sup> century. This is deep-rooted in our broad, balanced and inclusive curriculum.

We use the 'Jigsaw **mindful** approach to PSHE' once a week, every other half term (*Autumn 1, Spring 1, Summer 1; PSHEC/RSE is taught over the whole of summer term for Year 5 and Year 6*). This consists of 6 'puzzle pieces', that have been amalgamated to deliver effective, well-structured and progressive lessons. This spiral scheme perfectly connects the pieces of personal, social and health education, emotional literacy, social skills, building resilience and spiritual development.



The Jigsaw lesson structure is consistent in all year groups (Year 1-6). In the Early Years Foundation Stage, Jigsaw is tailored to 20-minute sessions, to allow a short input using a variety of learning approaches as well as a rich continuous provision.

### Jigsaw lesson structure FS:

Puzzle 2: Celebrating Difference - Foundation 2 - Autumn 2  
 Piece 5 - Making Friends

10-15 minute opening discussion	15-20 minute main activity	20-25 minute closing discussion
<p><b>Opening discussion</b></p> <p>10. How do you feel about the story? Do you think it was a happy story? Why?</p> <p>11. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>12. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>13. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>14. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>15. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p>	<p><b>Main activity</b></p> <p>16. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>17. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>18. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>19. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>20. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p>	<p><b>Closing discussion</b></p> <p>21. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>22. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>23. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>24. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p> <p>25. How do you think the characters in the story felt? How do you think they felt about the story? How do you think they felt about the story? How do you think they felt about the story?</p>
<p><b>Resources for the lesson</b></p> <p>• Storybook</p> <p>• Worksheet</p> <p>• Pencil and paper</p>	<p><b>Learning objectives</b></p> <p>• To understand the story and the characters in the story.</p> <p>• To understand the story and the characters in the story.</p> <p>• To understand the story and the characters in the story.</p>	<p><b>Key messages</b></p> <p>• It is important to be kind to others.</p> <p>• It is important to be kind to others.</p> <p>• It is important to be kind to others.</p>

## **Jigsaw Lesson structure Years 1-6:**

**Jigsaw Charter-** The charter sets the expectations of behaviour, rights and responsibilities required to achieve good mental wellbeing and educational attainment. The Oasis 9 habits are embedded into the learning charter, allowing our children to develop their characters and become the best versions of themselves.

**Connect Us-** This segment allows children to build on their social communication, by participating in a variety of games. This is an opportunity for everyone to get to know each other and feel united in an inclusive, safe environment.

**Calm me-** The calm me segment supports children to get their minds ready to learn, through meditation, in which children learn breathing exercises- 'healthy minds, healthy bodies'.

**Open My Mind-** This section supports children to focus on specific learning intentions of the lesson. It introduces key focus topics for discussions such as bullying, our rights and responsibilities to learn, healthy bodies, disabilities, stereotypes and many more. As each topic is rightfully sensitive, we promote an '**open door policy**' and encourage our children to feel empowered, to share their thoughts and feelings.

If a child does not feel comfortable with openly sharing their thoughts, they have a '**right to pass**'. Nonetheless, we strongly believe that every child should be able to express worry or concern and feel that they are listened to. Therefore, we promote '**worry boxes**' parallel to the Jigsaw Scheme to encourage children to privately share any apprehensions about the topics.

**Tell Me or Show Me-** This segment allows children to explore topics and scenarios in which they can make a connection with their own lives and develop critical thinking skills. This essentially **builds learning power**, by encouraging children's independence, character, self-worth and confidence.

**Let me Learn**-In this section, children demonstrate evidence of their success by applying their understanding. We use class **floor books** to evidence the children's participation as well as **Jigsaw Journals**.

**Help Me Reflect**- We believe that this is a fundamental segment of PSHE, as it allows children to develop as a **reflective learner** and process their thoughts, feelings, worries and achievements by evaluating their session, to make links to their lives and wellbeing.

With each Jigsaw Puzzle we have developed our own resources which mirror the Jigsaw structure to support effective learning in the classroom.



Our children's mental wellbeing is at the heart of Oasis Academy Broadoak, therefore we endorse the Jigsaw '**Weekly Celebrations**', which are linked to the Jigsaw charter and reflect our Oasis 9 Habits. Each week a '**Wellbeing Champion**' is selected and celebrated in our class assemblies.

