

PSHE Policy



The PSHE Curriculum

In our schools a mindful approach to PSHE is taught through Jigsaw PSHE: a comprehensive scheme of work, from Nursery to Year 6. It integrates PSHE, emotional literacy, social skills and spiritual development in a whole-school approach. All year groups work on the same theme (Puzzle) at the same time (sequentially ordered from September to July), allowing for whole school themes. There are 6 Puzzles (half-term units of work) each with 6 pieces (lessons): Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

SMSC

Spiritual, Moral, Social and Cultural development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

Teaching & Learning Approach

The school uses a variety of teaching and learning styles in PSHE lessons. The principal aim is to develop children's knowledge, skills and understanding in PSHE. Teachers plan sequences of lessons that are accessible to all types of learners and which engage and motivate children by providing a range of different learning activities, for example, role play, hot-seating, debates, story-telling, drawing and writing.

Aims & Objectives

We believe that emotional, inter-personal and intra-personal intelligences are linked to and support academic learning. Good teaching and learning in PSHE, plays a key part in achieving our wider school aims. Our aim, through providing this PSHE curriculum, is that children will:

- Develop the confidence and resilience to cope with life's difficult events;
- Gain social, emotional and behavioural skills;
- Build strong, healthy and happy relationships with others;
- Build good interpersonal skills;
- Understand their rights and responsibilities as members of a group;
- Understand how to resolve conflicts and work towards solutions;
- Have the ability to make healthy choices about potentially risky behaviours;
- Have the ability to look after their personal health and hygiene.

Rights Respecting Schools

The UNICEF UK Rights Respecting School Award (RRSA) is based on the principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture, to improve well-being and develop every child's talents and abilities to their full potential. As schools, we learn about the UN Convention on the Rights of the Child; we have a rights-respecting ethos and our children are empowered to become active citizens and learners.

Assessment

Assessment in PSHE takes place through discussions, observations and marking of pupils' digital record of learning. Formal assessment is carried out for each unit using mind maps. Children answer a key question before they start a unit, then return to the same question at the end of the unit and include what they have learned. This clearly shows progression within a unit. The PSHE coordinator is responsible for the termly monitoring that provides an overview of the quality of teaching and learning taking place. This includes monitoring the digital records of learning, classroom environment checks and pupil voice.

High Aspirations ○ High Standards ○ High Achievement