

Personal, Social, Health and Economic Education INTENT - to what do we aspire for our children?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Source: National Curriculum statement 2014

At HPPS PSHE develops the school's 4 key drivers in the following ways:

Excellence

- Comprehensive, carefully thought out curriculum giving consistency and progression to the children's learning
- Demonstrating the HPPS habits by consciously making decisions about their actions and the responses to them

Character

- Giving everybody the opportunity to explore and challenge their own beliefs and values
- Develop the skills to manage life now and in the future
- Understand and respect who they are, to empower them with a voice and to equip them for life and learning

Community

- Understand their local and global community and their role within that
- Being a good school citizen; understanding the importance of community and representing it with pride

Equity

- Understanding that we are all equals and of equal importance
- Understanding that everyone is different and that we respect that without judgement
- Being respectful and accepting of others

Aims of the PSHE Curriculum

To teach PSHE Education through Jigsaw, which is a whole school, planned programme of learning through which children can acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

- To nurture mutual trust and respect
- To develop informed and responsible healthy life choices and to have a positive out-look towards health
- To foster self-respect and self-worth amongst each other and the wider community
- To develop understanding and tolerance
- To develop social, economic, political and ecological understanding
- To understand how to keep themselves and those around them safe
- To develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- To promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.

To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Long term sequence

In EYFS, KS1 and KS2 Jigsaw is used as a basis for learning. Jigsaw is a mindful approach to PSHE. It is a progressive and spiral scheme of learning. Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The learning throughout the year builds starting with the children settling into class, accepting each other and developing their knowledge of how you should treat others and builds to learning about the intricacies of relationships and sexual relationships. Each term's lessons build upon the last.

Themes:

Being Me In My World

Covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying.

Relationships

Covers building respectful relationships with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me

Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education.

Healthy Me

Covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Dreams and Goals

Helps children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

[For an overview for the whole school click here.](#)

Our curriculum starts in EYFS and is detailed below:

Play and exploration experiences that support the foundational knowledge and skills for the subject.			
Continuous provision play experiences with provocations for PSHE based thinking and talk.	Core books that link to foundational experiences and knowledge.	Possible adult planned experiences and contexts for interactions that support PSHE.	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> Responsive and in the moment we support children's well being. Colour Monster display - the children can move their names to one of the colour monsters to represent how they are feeling. 	<ul style="list-style-type: none"> The colour monster. The colour monster goes to school. 	<ul style="list-style-type: none"> Jigsaw scheme of work. Social groups (interventions) <u>Talkboost</u> sessions 3x a week. 	<ul style="list-style-type: none"> Be responsible Be safe Be respectful

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy

PSHE is explicitly taught weekly using the lesson plans provided by Jigsaw. British Values are explicitly planned for and taught throughout the scheme.

Bespoke lessons are planned and taught where a specific issue has arisen i.e. peer dispute.

We have an Emotional Literacy Support Assistant (ELSA) who is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils. They are trained by a team of Educational Psychologists and receive ongoing group supervision. ELSA provides the children with enriching opportunities to develop their PSHE.

Safeguarding is provided by all staff. The use of CPOMS throughout the school means that all staff are aware of challenges the pupils can face. PSHE lessons can be taught accordingly.

In Y1 – 6 PSHE is taught weekly. The Jigsaw PSHE is followed as a scheme using the lesson design below.

There are many incidental PSHE opportunities that arise through the day/week where the HPPS habits are explicitly referenced and used as a framework for further developing their emotional literacy.

Lesson design

In line with the Jigsaw curriculum, every lesson within a term has two learning intentions: one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

Lessons are designed with the Jigsaw structure (Connect us; Calm me; Open my mind; Tell me or show me; Let me learn; Help me reflect) and the CEEAAC model (Connect; Explain; Example; Attempt; Apply; Challenge) in mind. Teachers adapt this structure based on their knowledge of the curriculum content and their class.

Lessons start with the opportunity to remember and recall previous learning, which the new learning is then linked to. The next part of the lesson focuses on introducing new information, concepts and skills, using a range of teaching approaches and activities. Children then have the opportunity to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning. Finally, each lesson ends with the opportunity for the children to link their learning to the Headley Park Habits and the British Values.

Curriculum Enrichment

At Headley Park, we offer a variety of enrichment activities to further support and complement our PSHE curriculum. These include residential trips, school visits and community events.

It is important to us to make sure that our children, throughout their time with us, will experience a wide range of different experiences and opportunities. We aim to embed learning and life skills and wonderful memories for life.

Enrichment activities within school can take place with the whole school taking part, such as a whole school day of art or a themed day, as well as individual class workshops.

Carefully selected external visitors are often asked to school to enrich learning; such as bike safety and fire safety specialists, community police officers and visitors with different religious beliefs. These visitors provide expert input and act as role models, as well as enabling pupils to develop life skills, an understanding of how to keep safe and an ability to look at the world from different perspectives.

Reading across the curriculum

Where appropriate quality texts are used to support the PSHE learning. These are identified at the planning stage.

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- Use correct terminology and specific vocabulary that has been covered in the learning e.g. transgender, gay
- Talk about the meaning of the learning and the impact on themselves and those around them
- Talk about the 'why' of the PSHE learning
- Pupils demonstrate how learning builds on previous knowledge
- Pupils are able to talk about the HPPS habits and how they use them effectively, both in school and out of school