

PSHE: Intent, Implementation and Impact



Intent

At Oakmere Primary School, we aim to promote pupil's personal, social, spiritual and health education, as well as their emotional development and well-being. We build on statutory content already outlined in the national curriculum and in statutory guidance and follow the 'Jigsaw' scheme of work to provide consistency throughout our school. Jigsaw teaches PSHE through mindfulness and provides children with a curriculum where they build upon their learning of each topic every year that they are at Oakmere Primary School.

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Our PSHE curriculum incorporates an age appropriate understanding of RSE, as set in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

Aims

At Oakmere Primary School we believe mindfulness is a vital tool for life. Not only does it support the regulation of emotion and build emotional resilience, but it also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises and visualisations – all tried, tested and very enjoyable activities for children and teachers alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

The subject leader is responsible for ensuring a whole school progression is outlined from EYFS to year 6 and ensuring teachers use a long term PSHE programme to equip pupils with an age-appropriate, sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Each phase builds on the vocabulary, knowledge and skills taught in the previous sessions, to allow children to acquire further knowledge, know more and remember more.

Implementation

The Jigsaw Approach illustrates the topics being studied from Year R – 6. The curriculum at Oakmere Primary School identifies links to British Values, SMSC and key skills into the curriculum. We ensure that children receive regular PSHE lessons which focus on key objectives and skills. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We have a whole school assembly to launch each theme and children continue learning at an age appropriate level.

The subject leader is responsible for monitoring the quality of teaching and learning of PSHE from EYFS to year 6. In our school we have a rigorous monitoring process which is kept up to date and works towards our school improvement plan. Termly pupil voice and staff interviews/questionnaires are conducted and reviewed in order to improve PSHE teaching and learning throughout school. Regular staff updates, CPD and support is offered to staff in order to guide their planning and teaching of PSHE.

Impact

- Children enjoy and are enthusiastic about PSHE in our school.
- There is a clear progression of children's work and teachers' expectations in our school.
- Children's work shows coverage of the PSHE core themes; being in my world, celebrating differences, dreams and goals, healthy me, relationships and changing me.
- Feedback from teachers has an impact on our pupils, often with next step questions to push learning on.
- Standards in PSHE at the end of the key stages are good and issues arising are addressed effectively in school.
- Teachers' judgements are moderated internally and externally where appropriate.
- Our SLT and governors are kept up to date with developments in the way PSHE is run in our school with subject reports, action plans and review meetings.
- For all children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others.