



PSHE

Timetable:

PSHE is taught weekly throughout each term and across all four year groups. Lessons vary from half an hour to one hour per week.

Quality of Education

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. We follow the statutory guidance from the Department for Education, which sets out what schools must cover in their PSHE lessons from September 2020. Pupils at Key Stage One follow the same guidance with both schools following the Jigsaw scheme of work.

Although we do follow the sequential and progressive Jigsaw programme, we do not limit our lessons to the statutory content. We also cover economic wellbeing, education for personal safety and managing risks. Teachers are reactive to the needs of their pupils. Teachers adapt their lessons to meet the social and emotional needs of their pupils. Teachers at St. Andrew's adapt their PSHE lessons to ensure that they are fully inclusive of all pupils. They use the support of the Learning Mentors to provide pupils with the emotional support required in these lessons.

PSHE lessons at St. Andrew's teach pupils to be aspirational and have a wider understanding of the world they live in and how different people's lives can be. Children are taught to expect challenge and how having a Growth Mindset can help them to become more resilient and expect that with challenge comes reward.

Teachers note additional PSHE lessons which have been adapted to meet the needs of all learners. These details are passed up with the class so that future class teachers are able to see the additional PSHE lessons which have been taught.

Each year group works on the same core theme at the same time throughout the school. When appropriate, whole school worship links to these themes, for example, when studying economic well being.

PSHE is taught as a discreet subject. Pupils access one PSHE lesson each week throughout the school year. Pupils in school all have a 'Think Book'. They use these books to demonstrate some of their thinking and ideas in their PSHE lessons.

To ensure children have a thorough understanding of the topics covered, at times visitors and speakers are invited in to school. For example, we use the Locala nurses to deliver some of the sex and relationship curriculum to our Year 6 pupils and Barnardos to deliver lessons on LGBTQ to Year 5 pupils.

Content of PSHE lessons:

There are six core units of work, which must be delivered throughout the academic year:

- Term 1: Being Me in My World
- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including Sex Education)

The units of work are known as puzzles:

BM = Being Me in My World

CD = Celebrating Difference

DG = Dreams and Goals

HM = Healthy Me

RL = Relationships

CM = Changing Me

Teachers should plan from the Jigsaw PSHE scheme of work. Within the scheme of work, learning opportunities are set out. However, teachers must take into consideration pupils' development, prior understanding, readiness and needs and plan to be flexible according to these. You may need to look at previous year group's lessons for some pupils in your class. Also, you may need to adapt PSHE lessons to meet the needs of your learners, for example, children falling out in your class.

The Jigsaw scheme of work provides a spiral curriculum for your pupils and prior learning is revisited, reinforced and extended year on year. Pupils at St. Andrew's CE Infant School are also taught PSHE using the Jigsaw scheme of work. Teaching in Year 3 should build on their previous knowledge and experiences.

It is expected that all of the lesson objectives in the Jigsaw scheme of work will be taught to each year group.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through book scrutiny and pupil interviews. The PSHE lead also monitors the coverage of the PSHE lessons and ensures subsequent class teachers are aware of previous years' coverage. The PSHE lead ensures the staff are updated with relevant CPD by attending the LA's Emotional Health and well being network meetings.

Interventions are in place for pupils who require additional support with their emotional health and well being. More information on how we support our pupils with this can be found [here](#).

Marking:

Pupils will do some of their PSHE in their Think Books. These will be marked as and when is necessary to give pupils feedback. Verbal feedback should be given throughout the lesson in PSHE. Children are to be given advice on how to improve. Lots of the work completed in PSHE lessons is verbal and in paired and group work. Teachers should feedback to pupils, as they feel necessary.

Assessment:

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education’s impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas” — therefore assessment for and of learning should be central to any PSHE education provision.

Teachers can assess written work in Think Books and should be able to assess group or paired work depending on the lesson objective. Teachers should keep a weekly record of how pupils achieved in their PSHE lessons. Any pupils who are consistently not able to access their PSHE lessons and need additional support in this area should be discussed with SLT with the possibility of receiving additional support through the Learning Mentors in school.

Pupils will use self-assessment in each PSHE lesson. They will have their Jigsaw Journey sheet stuck into their PSHE think books. One sheet may cover a number of lessons within a unit of work.

My Jigsaw Journey **Jigsaw**

Puzzle 3 - Dreams & Goals (Pieces 1-3) Ages 9-10

Name

		TINT BOX - To improve next time I...			
Piece 1	I can explain why I need money to help me achieve some of my dreams and goals				
	I can tell you what I would like my life to be like when I grow up				
Piece 2	I know about different types of jobs/careers and understand that different jobs/careers may have different wages				
	I can explain how different jobs contribute to society				
Piece 3	I can tell you about a job/career I would like when I grow up and can explain what motivates me and what I need to do to achieve it				
	I can explain how my education is going to help with my future				

Pupils will consider how they think they did with the lesson objective and what they need to improve with in the future. Self-reflection is important in this scheme of work and being mindful of where a child sees themselves with their PSHE learning.

For some pupils who require additional support with PSHE, it may be appropriate to use the SEAL tracker to establish their starting points regarding the pupil’s social and emotional understanding. This will help teachers to identify what needs to be taught to the pupil and how this support will look.

Teachers will use the assessment sheets provided through Jigsaw for whole class assessment. They will keep this information in their assessment folders.

Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/class/school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.	
Puzzle 2 Celebrating Difference		I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.	
Puzzle 3 Dreams & Goals		I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient having a positive attitude contributes to having greater chance of success.	
Puzzle 4 Healthy Me		I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.	

Planning:

Lesson plans and resources must be taken from the Jigsaw scheme of work. These can be adapted by teachers to meet the needs of all learners as necessary.

Teachers will be informed of the results from the EHNA report (provided through Calderdale) via the PSHE lead and lessons will need to be adapted to ensure the needs of learners are met. For example, we have seen that some of our pupils need more lessons on using age appropriate Apps on their devices at home. These needs will be discussed with year groups when necessary.

Some of the sex education objectives are taught through the Locala Nursing Team. It is important that teachers (particularly in Years 5 & 6) look carefully at the objectives planned in the Scheme of Work and ensure that any objectives not taught by the Locala Nursing Team are taught by the class teacher. These are different objectives to previous years and some time will need to be spent ensuring pupils have sufficient coverage before they move on to Key Stage 3.

Parents will be informed of the content of these lessons. They will be provided with the SRE (Sex and Relationship Education) Policy which was consulted on during summer term 2020.