



PSHE & RHE at St Margaret's **Intent, Implementation & Impact**



Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

At St. Margaret's C.E. Junior School, we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We include the statutory Relationships and Health Education within our whole-school PSRHE Programme.

We value PSRHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

PSRHE enables our children to become healthy, independent and responsible members of society and to celebrate diversity and treat all people with kindness and respect. It aims to help them understand how they are developing personally and socially, physically, mentally and emotionally, and tackles many of the moral, social and cultural issues that are part of growing up.

We teach RHE in the context of our aims and values, which is part of our wider social, moral, spiritual and cultural education. Our children's spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos of developing the whole child.

We expect our children to live by our **school motto**:

Everyone is Valued	Everyone is Motivated	Everyone Achieves
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In addition, our core values form the bedrock of our work on attitudes and relationships. We aim to achieve excellent behaviour and positive relationships by embedding our values through worship, PSRHE sessions, circle time and across the curriculum.

Our Core Christian Values:

Respect	Equality	Co-operation
Compassion	Forgiveness	Peace

Implementation

To ensure progression and a spiral curriculum, we use **Jigsaw**, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips us to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing our children to advance their emotional awareness, concentration, focus and self-regulation.

Planning includes:

-  Long term overview for each year group
-  Medium term plans for each year group
-  **Jigsaw** scheme of learning (supplemented with PSHE Association & BBC resources) is followed to support medium term planning
-  Progression in PSRHE document

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

The Six Puzzles (Themes/Units of work)

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning of each academic year:

Being Me in My World

Celebrating Difference (including anti-bullying)

Dreams and Goals

Healthy Me

Relationships

Changing Me (including Puberty)

Each Puzzle has six Pieces (lessons) which work towards an 'end product.'

Each Piece has two Learning Intentions: one is based on specific PSHE/Health & Wellbeing learning (purple) and the other based on emotional literacy and social skills development (green).

At St. Margaret's C.E. Junior School, we allocate a lesson to PSRHE every week in order to teach the PSRHE knowledge and skills in a developmental and age-appropriate way. Each lesson includes the following:

-  **Flashback** to recap previous learning
-  Sharing of Jigsaw Charter each lesson
-  Calm me- Jigsaw Chime bar to set the peaceful learning atmosphere
-  Connect us activity- to develop positive relationships and collaborative learning
-  Open my Mind- teacher introduces the theme of learning
-  Tell me/show me- introduce new information, concepts and skills, using a range of teaching approaches and activities
-  Let me learn- children 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
-  Regular 'Pause Points'  developing children's mindfulness - teacher 'facilitating'
-  Short videos/photographs taken for each part of lesson to monitor plans being followed.
-  Pupils self-marking
-  Help me reflect- Reflect time built into lessons to review learning/make links

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers and/or HLTAs deliver the weekly lessons.

RHE is taught within the personal, social, health and economic (PSRHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships' education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching the characteristics of good physical health and mental wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body
- Sun safety

We also adapt and supplement the learning with whole school initiatives and in response to individual and cohort led need. We raise awareness of and celebrate key events during the year such as:

-  #HelloYellow (Young Minds)
-  Anti-bullying Week
-  Internet Safety Day
-  Children in Need
-  Children's Mental Health Week & Mental Health Week
-  Walk to School (Week & Month)

We use the NSPCC Pants Rule and accompanying resources to further support our children in knowing how to stay safe.

Our PSRHE provision is also enhanced by visitors into school such as the Red Cross and the local PCSO. There are always occasions where teachers may feel it necessary to teach PSRHE as a result of questions or an issue that has arisen in their own class, school or within the local community/world.

Impact

Assessment for learning opportunities are built into each lesson. Knowledge Organisers, self-evaluation and reflective learning allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Pupil progress is continually monitored against learning objectives for the lesson and against year group tracking grids in the longer term to monitor progress against expected age-related attainment.

- 🌐 Jigsaw Puzzle page to start each new puzzle- pupils add their learning to it each week
- 🌐 Pupil Knowledge Organiser at the start of each new puzzle & completed at the end
- 🌐 Self- assessment of knowledge/skills at the end of the lesson(s) completing assessment sheet with evaluation
- 🌐 Flashbacks
- 🌐 Key PSRHE vocab is used by the children in their lessons/work. It is referred to and revisited in every lesson
- 🌐 End of Unit Teacher assessment

We measure, assess and monitor the impact of the curriculum through the following:

- 🌐 Pupil self-evaluation and peer evaluation
- 🌐 Monitoring of pupil voice to check pupils have retained knowledge/skills
- 🌐 Children should have acquired key vocabulary and concepts/knowledge
- 🌐 Formative assessment used to diagnose and address learning gaps
- 🌐 End of block formative assessments/termly and end of year summative assessments
- 🌐 Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
- 🌐 Assessment/Outcomes – Progress made from individual starting points
- 🌐 Analysis of assessment, diagnosing knowledge and learning gaps
- 🌐 Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- 🌐 Monitoring – Learning walks to check learning is delivered effectively
- 🌐 Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- 🌐 Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- 🌐 Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise

Our PSRHE curriculum provides our children with a chance to reflect, learn and apply the skills taught within PSRHE both in other curriculum areas and their everyday lives.

Our children:

- 🌐 know how to stay safe emotionally, mentally and physically online
- 🌐 understand how to be healthy (emotionally, mentally and physically)
- 🌐 build self-esteem, resilience and problem-solving strategies
- 🌐 understand how to develop and maintain positive, healthy and safe relationships
- 🌐 have respect for themselves and others
- 🌐 understand, appreciate and celebrate similarities, difference and diversity between people
- 🌐 demonstrate and apply British Values
- 🌐 understand economic wellbeing
- 🌐 approach a range of situations and apply their skills and attributes to help navigate themselves through modern life and its challenges
- 🌐 know when, how and who to ask for help