

PSHE: Intent, Implementation and Impact

Intent

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The national curriculum also states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Features of our curriculum at Bayford Primary School

The National Curriculum is delivered through the use of the 'Jigsaw' published scheme of work primarily and other resources are used as needed including some from the National PSHE Association. Coverage will be ensured by implementing the Schedule of teaching 2019/20.

PSHE Whole School Overview 2020-2021

Being in My World <i>Autumn 1</i>	Celebrating Difference <i>Autumn 2</i>	Dreams and Goals <i>Spring 1</i>	Healthy Me <i>Spring 2</i>	Relationships <i>Summer 1</i>	Changing Me <i>Summer 2</i>
Pupils are taught to take responsibility for their own behaviour and understand how this impacts others. This progresses to how the choices a person makes impacts in class, community and globally.	By exploring what makes each person special and comparing similarities and differences between characters, pupils learn to celebrate difference. How to make friends, standing up for	Pupils consider different learning styles and how success criteria can help us achieve our personal learning goals including how to overcome obstacles. The emotions that are felt in success and	Healthier food choices, food labels, relationships with food and healthy eating and nutrition (including snacks and sharing food) are explored in this area. Pupils learn about rising to fitness	Pupils learn about family life and friendships (including falling out, how to be a good friend and celebrating special relationships. Physical contact preferences and	In this final half term, the focus is on our bodies, how they change and how to cope with it, growing from a baby to an adult and animal and human life cycles.

<p>Pupils explore the importance of learning to listen to others as well as being listened to. Rules, rights and responsibilities are explored. Pupils compare self- identity with how they think others perceive them.</p>	<p>yourself and hurtful words are studied to help pupils understand the many forms of bullying that exist. Pupils learn how to give compliments, problem solve and show empathy Stereotypes are explored too in relation to gender, race and disability. Family conflicts are also explored.</p>	<p>disappointment are explored. Pupils are taught how we can all make a positive difference in the world. How achievements are recognised, jobs, simple budgeting and supporting others (charity) are also taught in this area.</p>	<p>challenges and why exercising is so important. The importance of getting enough sleep, emotional and mental health support and strategies for managing stress are also covered. Pupils learn different aspects about keeping safe, e.g. both on and offline, attitudes towards drugs, how substances affect the body, smoking (including vaping) and the link between alcohol and anti-social behaviour. Pupils also learn about exploitation, county lines and gang culture.</p>	<p>boundaries are explored too. Pupils learn about the people who help us in our everyday lives. A range of emotions are explored- jealousy, love and loss and feelings around memories of loved ones. Topics such as boyfriends and girlfriends, building self-esteem and appreciating animals and people are also explored in this area. Issues such as online gambling and gaming, grooming and support to reduce screen time are also covered.</p>	<p>The needs of baby and how they grow are also studied. Puberty and the differences between male and female bodies using the correct terminology is taught. Subjects such as conception (including IVF), and sexting are also studied.</p>
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Implementation

How this looks from a planning point of view:

Planning will be supported by the use of Jigsaw. 'Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-

changing world. It perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development'

Monitoring

Each class will be creating a floor book to show their journey throughout the year. Classes will include photos, photocopies of some work and any pupil voice comments or feedback.

Impact

- Each half term, there is a whole school Jigsaw assembly, themes are shared during subsequent assemblies and staff have been following the Jigsaw scheme of work giving a more consistent and progressive approach across the school.
- PSHE Leader has audited resources and they are easily accessible for all staff across the school and stored centrally.
- Pupils are able to articulate the theme of learning for each half term and how 'calm me time' can support them through their school journey.

Staff Development

- PSHE lead to add PowerPoints with teaching notes on to the T drive to allow staff to access to support their teaching.