

PSHE at Burford Primary School

Intent:

Why do we teach this? Why do we teach this in the way that we do?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

At Burford Primary School, we recognise the importance of Personal, Social, Health and Economic education to support our children in the next stage of their education. We prioritise explicitly teaching skills which promote positive well-being and develop children's independence. We utilise PSHE learning opportunities to embed the school's values: Respect, Aspire, Achieve. Regularly planned PSHE lessons are taught in classes, with class teachers identifying the best activities for their class whilst ensuring knowledge and skills are differentiated to meet the children's age appropriate needs. PSHE is further supported by opportunities for regular class discussions inspired by events and experiences – both planned and responding to needs as they arise. We also utilise assembly times to introduce and embed PSHE themes running through the school as well as promoting British Values. Relationships and Sex education is taught through PSHE (please see RSE policy). Most aspects of the PSHE curriculum are taught as a whole class, whilst some are taught in smaller groups, either by year group or gender, depending on the content being covered.

Implementation:

What do we teach? What does this look like?

To help us deliver Early Years Foundation Stage Personal, Social and Emotional Education (PSED) and end of Primary School National Curriculum PSHE Expectations we use [Jigsaw PSHE](#). Jigsaw is a mindful and child-centred approach to PSHE and includes all the statutory requirements for Relationships, Sex and Health Education. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC (spiritual, moral, social and cultural) development. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

Jigsaw provides a spiral, progressive approach to a range of key concepts and the aim is for children to be exposed to these concepts and have opportunities to develop their knowledge and skill in these areas. The spiral nature of Jigsaw means that the key concepts are repeated throughout the programme and this enables differentiation to be applied to the majority of lessons across lower and upper school phases. At Burford Primary, we have implemented a rolling programme that is designed to ensure that children are exposed to the full programme of Jigsaw materials over the course of their primary education (see PSHE Curriculum sequence and progression of skills document).



There are six Puzzles in Jigsaw designed to progress in sequence from the beginning of each 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 RSE)

The whole school works on the same Puzzle (unit) at the same time. This means each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way. Each Puzzle has six Pieces (Lessons) which work towards an 'end product'. Each Piece has two Learning Intentions: one is based on specific PSHE learning and the other based on emotional literacy and social skills development.

Impact:

What will this look like?

By the time children leave our school they will:

- understand the importance of PSHE, SMSC and British Values and the positive effects they can have on life in and out of school
- know positive strategies for staying safe (including online) and who they can seek for support
- recognise and enjoy the positive contribution being physically active has on their ability to learn, as well as on their emotional and mental well-being
- understand the importance of caring for one's mental health and know where to seek help
- have developed a growing tool-kit from which to build self-esteem, resilience and empathy
- recognise barriers to learning and know ways to overcome and cope with challenge
- have had their aspirations raised and know how to break long term goals into short and medium term achievable targets
- be healthy, independent and responsible members of our local and global communities
- recognise how they are developing personally and socially, and have the vocabulary and positive attitude required for navigating many of the moral, social and cultural issues that are part of growing up
- know their rights and responsibilities, appreciating what it means to be a member of a diverse society
- feel valued, accepted and celebrated as unique individuals; encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community