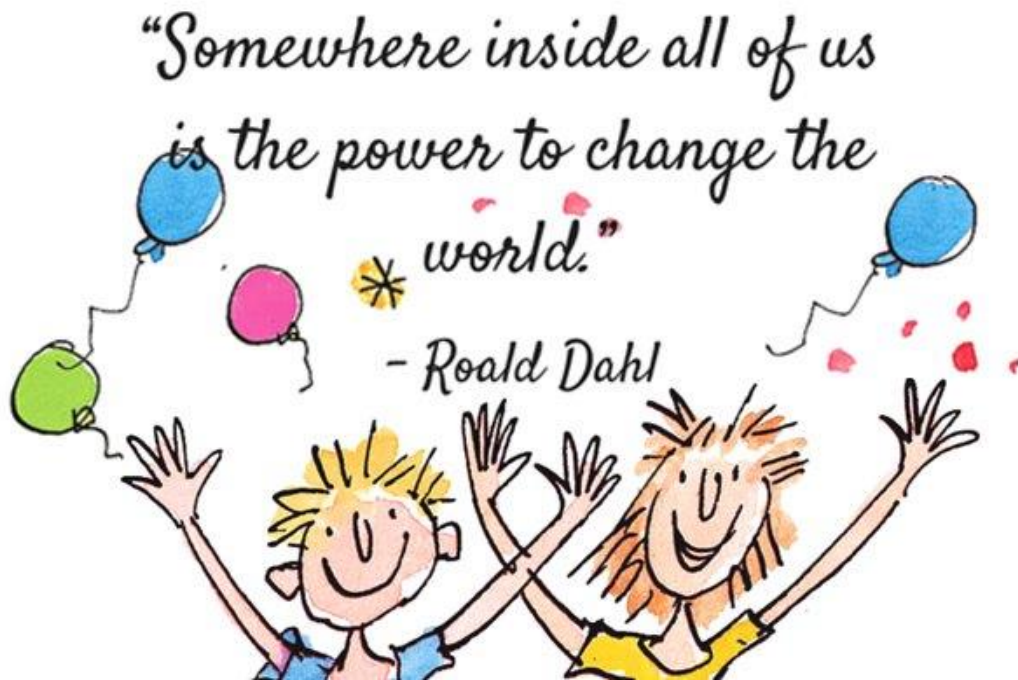


PSHE

Personal, Social, Health Education



Subject lead: Laura Wilson (Year R/1 teacher, English, EYFS, Phonics lead)

Link Governor: Victoria Blackwell

At Great Easton Primary school, our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical developments of children, preparing them for the opportunities, responsibilities and experiences of later life. PSHE is at the core of what we do and enables our children to become independent, healthy, confident and happy members of society.



How is PSHE taught at GEPS?

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 children's needs. Jigsaw strongly emphasises emotional literacy, building resilience and nurturing mental and physical health as well as offering a comprehensive, carefully thought-through scheme of work. The mapping document: [Jigsaw 3-11 and statutory Relationships and Health Education, jigsaw-3-11-and-rshe-overview-map.pdf](#) shows exactly how Jigsaw meets the statutory Relationships and Health Education requirements.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

We value PSHE 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.



What do we teach when and who teaches it?

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |

| | | |
|------------------|---------------|--|
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

We allocate an hour to PSHE each week to teach the PSHE knowledge and skills in an age-appropriate way. We aim to 'live' what is learnt and apply it to everyday situations. Class teachers and LSAs deliver the weekly lessons to their own classes.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

We feel it is vital to prepare our children for the changes that adolescence brings. These lessons are progressively taught through the Changing Me units each year. Teachers share the overview map with parents before this unit is taught.

SEND, disadvantaged and Higher Potential Learners (HPL)

We promote respect for all and value every individual child at our school. Lessons and activities are planned to include and extend all children by utilising a range of approaches. For children on the SEND register this may include child specific support, use of equipment to support learning, and mixed ability grouping to develop peer teaching.

Identified disadvantaged learners are viewed as individuals and it should never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations.