

**PSHCE Policy**

**Edenthorpe Hall Primary Academy: Curriculum Rationale**

**We inspire, believe, challenge and achieve**

**Respect, Resilience, Aspiration, Honesty, Enjoyment**

Our vision statement and five core values are at the heart of our school. We truly believe that all children regardless of any disadvantage they may encounter will be inspired, believed in, challenged and as a result will achieve their full potential. We ensure this by having a broad and balanced curriculum that is knowledge-rich. Our curriculum will inspire children to be aspirational and it will promote engagement and enjoyment through the rich enrichment opportunities that go beyond the academic. At Edenthorpe Hall, we also ensure that children develop their character including respect, resilience and honesty so that they move to the next stage of their education as responsible citizens of the future who contribute positively to society.

**Edenthorpe Hall Primary Academy: PSHCE Rationale**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. At Edenthorpe Hall, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity. 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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

**How we will achieve this: Implementation**

**How is PSHCE taught at Edenthorpe Hall?**

We use Jigsaw scheme to teach PSHCE. Each child has their own book to add their work. These books should have great presentation that the children can be proud of. Children views are listened to and valued. All children should have the opportunity to share their ideas even if they are not confident to do so in front of the class. 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.

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| --- | --- | --- |
| 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 |

**Teaching – What a lesson looks like**

*Books to have cover sheet at the start of each puzzle and knowledge organiser and KS2 to jigsaw journey.*

**Part 1**

Connect us – game in which children are getting ready to start the lesson. This may involve teamwork or answering questions to muddle the children up. This ensures they are not sat next to the same child every session.

**Part 2**

Calm me – use the chime bar and calming pictures. Gives children the time to think, breath and be in a calming state.

**Part 3**

Open my mind – children are shown an image/story. They then think about what might be happening, opening their mind up to new ideas.

**Part 4**

Tell me, show me – time to share ideas. Pass jigsaw around. Those that have the teddy can talk.

**Part 5**

Let me learn – work in jigsaw journal (book) FS2 – verbal/practical

**Part 6**

Help me reflect – reflect on the lesson. Children to fill in their assessment for the lesson.

KS1 – thumbs KS2 – jigsaw journey (start of puzzle)

**RSE**

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

**Please refer to RSE policy for Relationship and Sex Education**

**Vision for our children: Impact**

* **Confident**
* **Aspirational**
* **Honest**
* **Respectful**
* **Resilient**
* **Well-rounded**
* **Curious**
* **Independent**
* **Open minded**
* **Supportive**
* **Good listeners**



* **Question**
* **Stand up for their beliefs**
* **Believe in themselves**
* **Communicate effectively**
* **Be successful citizens of the future**
* **Have their own opinions**
* **Talk about their thoughts and feelings**
* **A love of learning**
* **A thirst for knowledge**
* **The ability to self-regulate**
* **Aspirations and ambitions**
* **Their own ideas**