

PSHE

Intent

At Chadsmoor Federation through Personal Social and Health Education (PSHE), we aim to enable children to become successful life-long learners - who are compassionate, tolerant, respectful, self-motivated and regulated and well-rounded individuals who have a positive impact in their local community and society in general. PSHE lessons equip children with the skills to enable them to achieve their full potential both academically and personally by the time they start secondary school. Children will have the ability to make more informed decisions about their life in a number of ways such as: their mental health, their physical health (including managing puberty), their future aspirations, their safety, their education, their relationships with friends, family and online and their self-esteem. PSHE enables children to have the ability to make their own decisions about responsibilities and opportunities they may have and to allow them to have their voices heard. In addition to this, our PSHE learning enables children to have a broader understanding of children's lives in different circumstances across the country and the world. This allows them to become more empathetic and compassionate towards others. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and to their emotional wellbeing.

Additionally, we acknowledge the importance of Sex and Relationship Education (SRE) as part of our PSHE curriculum and as an important element in preparing our pupils for the transition in to adult life. The SRE curriculum aims to inform children about how babies are conceived as well as understanding what consent is and the importance of this (particularly the law).

Implementation

Our Federation uses the Jigsaw PSHE scheme of learning as it offers a cumulative sequential learning within a spiral curriculum in which progress is clearly evident across the year groups from EYFS to Year 6. The Jigsaw scheme of work is split into 6 key themes (one per half term) which are specifically designed to cover key aspects of the PSHE association recommendations as well as including all the statutory guidance for RSE and Health Education. Every half term, the whole Federation focuses on one specific puzzle piece. The 6 pieces are: Being Me in My World, Celebrating Difference, Dreams and Goals, Health Me, Relationships and Changing Me. Each unit of work has a progression document, which clearly shows how prior learning is built upon.

PSHE is taught once a week by class teachers at the Junior School and by a HLTA at the Infants school. Teachers are responsible for adapting lessons from the Jigsaw scheme of learning to meet the needs of their children including differentiation to remove barriers to learning as well as adapting activities if the content of the lesson may upset children within their class. Lessons follow a five-part structure (calm time, open my mind, tell me and show me, let me learn and help me to reflect). During calm time, children practice mindfulness as this promotes the importance of mental health as well as allowing the children the opportunity to regulate their emotions. Every lesson has both a PSHE and SMSC objective that children work towards. Each child has a PSHE book which follows them through the Federation to allow children to take responsibly for their learning journey.

In addition to weekly lessons, assemblies are regularly scheduled around key aspects of the PSHE curriculum. These assemblies focus on making children aware of wider issues within the local

community, country and the world, the importance and strategies they can use to keep themselves safe and healthy as well as celebrating differences within society.

Our Federation also works closely with external agencies to further supplement children's PSHE learning such as local PCSO officers, Cannock Chase Council, local high schools etc.

Impact

The impact of PSHE is assessed in numerous ways. Children take responsibility for their own learning and development during the help me reflect part of the lesson where they think about whether they feel they have met the learning objective. During this time teachers may ask key questions or meant key statements in order to support children in their reflection. They use a variation of a smiley face to assess their work. Once lessons have been taught, teacher's assess children's PSHE learning against the PSHE objective for each lesson on our online system. This data is then used to help teachers identify children who need further support. Subsequently, data is reviewed half termly by the subject leader (Miss Curtis) and the senior leadership team to assess the effectiveness and progress made within the subject. Book scrutinises are carried out termly to assess the impact of the PSHE curriculum. Pupil voice questions are also carried out regularly to ensure that children's voices are being heard in regards to their PSHE learning.