

PSHE at Burton CE Primary School



Intent

Burton CE Primary School is committed to providing a high quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school. At Burton, our personal, social and health education (PSHE) curriculum brings together citizenship with personal well-being, whilst promoting fundamental British values. Although PSHE is taught through discreet lessons, it also underpins all activities, assemblies, educational visits and extra-curricular clubs. It is intended that we will offer a cohesive whole-school approach which enables our children to become healthy, independent and responsible members of society.

Implementation

PSHE is taught across the school continuously during lessons, assemblies, school clubs, school events and break times. In addition, PSHE is integrated into our curriculum through SMSC and our school values of Reverence, Friendship and Compassion.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development for our pupils preparing them for life in the wider world. Burton CE School children are taught:

To develop the knowledge, understanding and skills they need to manage their lives now and in the future.

1. Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
2. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
3. Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

In EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

In EYFS, KS1 and KS2:

We use the Jigsaw Approach as our curriculum planning. Topics in the programme of study are: Being me in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Each topic begins with a whole school assembly introducing the theme and the theme is displayed in the hall so that everyone is aware of what the theme for each half term is.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons).

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

Each class creates a Jigsaw Journal which includes examples of work undertaken during discrete Jigsaw learning. These provide evidence of learning and a tool to promote discussion with the children about their learning.

Impact

Children demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. They demonstrate a healthy outlook towards school and this is evident in the good behaviour seen across the school, both in the school and the playground. Pupil voice is used to measure children's understanding.

The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Furthermore, the impact of our PSHE provision can be seen in the children's social interactions, after-school club attendance, school governors, house captains, play leaders and digital leaders.