



Crowmarsh Gifford C of E Primary School & Pre School

Crowmarsh Gifford Approach to PSHE

This guidance outlines the teaching, organisation and management of the PHSE curriculum taught and learnt at Crowmarsh. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

SCHOOL VISION

A community supporting children to care, grow, persevere and shine.

INTENT

Also see:

Subject Intent Statement

At Crowmarsh, we know that children with balanced well-being achieve better academically and enjoy greater success in their learning. Through our PSHE curriculum, we aim to help pupils foster lifelong aspirations, goals and values, and a willingness to help others. We support them in dealing with challenges they face every day within friendships, emotional wellbeing and change. Our PSHE curriculum includes topics to inform children honestly and age appropriately about their bodies and positive relationships.

We provide children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. We give our children the skills and knowledge they need for whatever the future holds and help them to become happy, confident, healthy and responsible citizens. By developing cultural capital, our children will be ready to fulfil their potential as adults in the wider world.

Subject Aims

We use Jigsaw to deliver a progressive and age appropriate program of teaching and learning. Jigsaw fulfils all of the requirements for the statutory Relationships and Health Education curriculum and is always updated whenever new guidance is released.

The Jigsaw curriculum is a comprehensive spiral curriculum with integrated mindfulness. The curriculum has two clear aims for all children

- 1) To build their capacity for learning
- 2) To equip them for life

IMPLEMENTATION

Also see: Appendix 1 PSHE Essentials

Subject Planning & Teaching

PSHE



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Our PSHE will predominately be taught as a subject specific lesson. There will be some aspects of Relationship Education which link to science.

Our PSHE will be delivered by following the 6 Jigsaw puzzles. From September 2024, every class will teach the same puzzle each term. Within each puzzle there are 6 pieces (lessons) each with a clear learning objective. Whilst being faithful to the scheme, teachers are encouraged to apply flexibility in order to meet the needs of the children. This may mean including additional lessons in order to thoroughly teach a topic as the children require.

Term 1 – Being me in my world

Term 2 – Celebrating differences (including anti-bullying)

Term 3 – Dreams and goals

Term 4 – Healthy me

Term 5 - Relationships

Term 6 – Changing me (including puberty and human reproduction lessons where age appropriate)

From September 2024, these puzzles will also be reflected in Collective Worship themes.

Educating children about these themes will not only happen in the classroom but will permeate through all aspects of school life including on the playground.

CG PSHE Resources/Schemes

Jigsaw PSHE curriculum

EYFS – Jigsaw PSHE curriculum and EYFS Framework

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

PSHE Curriculum Link to EYFS Framework:

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Sex Education:

Sex Education is taught through a planned series of specific Jigsaw lessons. Parents have a right to withdraw their child from these lessons (see below.) We believe that children need to know facts about sex education so that they are not misled with inaccurate information. Further information about what is taught in sex education lessons can be found on the school website.

Right to withdraw:

Parents have the right to request that their children be withdrawn from some or all of the non-statutory sex education but only where the subject content goes beyond the science curriculum. Parents can not withdraw their children from any PSHE lessons that are stated in the statutory DfE guidance or from any science lesson. Any parent wanting to withdraw their child from sex education lessons should speak to the headteacher to discuss further.



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Safeguarding:

Staff and parents need to be aware that aspects of our PSHE curriculum, could lead to a pupil disclosing a child protection concern, because they are developing a better understanding of what is and is not acceptable in a relationship. If the school have any reason to believe a pupil is at risk, we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the PSHE curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject.

Assessment:

At Crowmarsh we use Jigsaw to support our assessment of PSHE.

The learning objectives and success criteria in each planned lesson show how children might demonstrate what they have learnt. Ongoing assessment by the teacher, informs planning so that children learn and are challenged as they develop their skills. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment. Overall, children's progress in PSHE is assessed termly against the puzzle statements for each unit of work. Consideration will also be given to the 'whole child' when assessing PSHE, ensuring that children can not only talk effectively about PSHE topics but that this is also reflected in their actions beyond the lessons.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the PSHE Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the PSHE Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for PSHE within the Crowmarsh curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of PSHE.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



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Appendix 1 PSHE Essentials

| PSHE Essentials | | | |
|------------------------|--|---|---|
| Year Groups | Reception- Year 6 | | |
| Time Allocation | 45 mins – 1 hour per week | | |
| Resources | Jigsaw | | |
| | Resources | In Every Lesson | Where Appropriate |
| INTENT | <ul style="list-style-type: none"> • Jigsaw | <ul style="list-style-type: none"> • Jigsaw scheme • WALT linked to the scheme • Use of resources linked to the scheme including the puzzle pieces and chime, use of IT (where appropriate) • Focus on handwriting & presentation when written work is completed | |
| IMPLEMENTATION | <ul style="list-style-type: none"> • Jigsaw | <ul style="list-style-type: none"> • Differentiation as appropriate • Opportunities for more challenging thinking • Opportunities for discussion • Model and expect correct use of vocabulary • Partner/ group talk • Mixed pair work, group work and whole class | <ul style="list-style-type: none"> • Active Listening • Thumbs up/down • My turn- your- turn • Tell your partner/trio • Think time • Whiteboard responses |
| IMPACT | <ul style="list-style-type: none"> • Jigsaw • Teachers AFL records • End of puzzle assessment | <ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking/feedback, where appropriate, in accordance with CG policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • Children's self and peer assessment | <ul style="list-style-type: none"> • Peer evaluation • Self-assessment • Flexible groupings. • Children's peer and self-assessments. • Quizzing |