



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

PSHE Vision:

Children leave us with the knowledge, understanding and skills they need to live a fulfilling life now and in the future. They are confident, resilient and respectful global citizens with a positive self-image and a sense of identity.

Intent:

At Eastbury Farm Primary School we recognise the importance of developing children's Personal, Social, Health and Economic education, as well as their emotional literacy, social skills and spiritual development. PSHE education is an embedded part of our broad and balanced curriculum and takes into account wellbeing, children's spiritual, moral, social and cultural (SMSC) development and British Values. We believe that children must be provided with a PSHE education that prepares them for the opportunities, responsibilities and experiences of adult life.

We want our children to develop a mastery of the following **skills**:

- Resilience, be able to deal with change and persevere
- Self-regulation, strategies they can use to support their thoughts, feelings and behaviour
- Forming own beliefs, values and opinions
- Respect for others' right to their own beliefs, values and opinion
- Valuing and respecting diversity
- Recognising and managing peer influence
- Self-improvement and effective goal-setting
- Empathy and compassion
- Identification, assessment and management of positive and negative risk to self and others
- Questioning and analysis
- Making decisions

Develop **knowledge** of:

- Health and Wellbeing
- Relationships
- Living in the Wider World – economic wellbeing and being a responsible citizen

Through specific weekly PSHE lessons, as well as assemblies, 5WOW focuses, SODA time, wellbeing sessions and multiple cross curricular links in subjects such as Science, Geography, English, RE.

Implementation:

How do we promote the knowledge, understanding and skills needed to develop our confident, resilient and respectful pupils?

What is our teaching approach to delivering PSHE?

Throughout their time with us, the children will progressively build upon and develop their knowledge, understanding and skills of PSHE through a variety of lessons, themes and experiences. We follow the Jigsaw scheme of work for PSHE education. The scheme develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. The Jigsaw scheme contributes to the British Values agenda both through the direct teaching of information and through the experiential learning children will enjoy. RSHE (Relationships, Health and Sex Education) is taught in Summer 2 through the Changing Me unit. Six themed units run across the school and each half term the new unit is introduced in a whole school assembly. Every class has a timetabled PSHE lesson each week. As well as this lesson, PSHE is promoted across the school through in the following ways:

- Assemblies
- Group and individual sessions in The Zone
- The Nest, lunch club
- Cross curricular links e.g. RE, Geography, Science
- Mentors, Playleaders, School Council, Eco Warriors, Leadership Roles
- Special Days – e.g. Antbullying, Safer Internet Day, Children's Mental Health Week,
- Visits and visitors
- Links with Northwood HQ
- Charity events and fundraising

Our Teaching/Learning Sequence:

The Jigsaw Charter

- Remind ourselves how we value and respect each other's ideas, views and beliefs

Connect Us

- Active starter that promotes positive learning relationships, listening and respect

Calm Me

- Mindful approach which enables me to be ready to learn



Open My Mind

- Immerse the children in the subject/new learning theme and excite them about the unit ahead to make the learning more meaningful and relevant

Impact:

Children will have the knowledge and skills to build and maintain positive relationships with those around them. They will be prepared for the changes which are part of growing up and how to manage them.

Children's knowledge and skills will develop progressively as they move through the school, to prepare them to become healthy, happy and respectful global citizens.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Planning Scrutiny
- Staff voice and Training Logs
- Parent Voice

Early Years – Year 6 Cycle A & B

Autumn Term

Being In My World
Celebrating Difference

Spring Term

Dreams and Goals
Healthy Me

Summer Term

Relationships
Changing Me (RSHE)

Develop an **understanding** of:

- Healthy and safe lifestyles
- How to form, develop and sustain relationships with a range of people
- Similarities and differences between ourselves and others
- Their own and others emotions
- How to set and strive towards achieving goals
- How and why their bodies change as they grow up and how to cope with those changes

- Find out what the children already know about the subject and how this links to what have they learnt or experienced
- Encourage the children to be curious and want to question and find out new information
- Link to own life experiences and families



Tell Me or Show Me

- Encourage the children to be curious, inspired and fascinated by the new topic
- Teach the skills children need to help them find out more about the unit. This could be building on previous learning
- Develop the children's knowledge and understanding, working both independently and collaboratively



Let Me Learn

- Children will use the taught skills and use resources to help them develop and deepen their understanding
- Children acquire the skills to understand, present, analyse and communicate a range of information
- Current and up to date knowledge of the children's backgrounds, families and relevant world issues will be taken into consideration and used to base further learning on



Help Me Reflect

- Bring together the new knowledge and understanding that has been gained throughout the unit so that children are able to confidently talk about their learning
- Link this to existing knowledge and understanding



Concluding

- The children have learnt new knowledge and skills through the unit that has built on previous learning
- Children can apply their learning and understanding about themselves and others
- The children have been excited, engaged and curious to learn about themselves and others

Subject Leader Expectations:

- Whole school to follow the Jigsaw PSHE scheme
- 45 minutes per week in both KS1 and KS2 taught as a minimum
- 30 minutes per week in EYFS
- PSHE activities to also be integrated into EYFS activities
- Jigsaw props to be used consistently so that the children become familiar and comfortable with them (chime bar and jigsaw piece soft toys)
- Jigsaw resources used with the scheme to enhance teaching and learning
- Cross-curricular links are developed wherever possible
- Clear adaptations to be evident for all learners
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Visitors to school to be encouraged in order to reinforce learning (e.g. learning about other cultures as part of the “Celebrating Difference” unit)
- RSHE to be taught in Summer 2 using the Changing Me Unit – Parents to be informed in advance
- SODA time should take place every morning to ensure a calm, quiet start to the school day
- Children should have access to ‘Zones of Regulation’ to identify and recognise what emotion they are experiencing
- Children are encouraged regularly throughout the day to check in to see what zone they are in
- Class teachers/SENCO/INCO identify children that require social and emotional support