



Pitmaston PSHE



INTENT

At Pitmaston we equip our pupils with the knowledge and skills to become healthy, independent and responsible members of society as well as developing the “whole child” intellectually, morally, socially and spiritually. It is our intention for pupils to use this knowledge to make informed decisions about their well-being, health and relationships and to build their self-efficacy. In PSHE pupils have the opportunity to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and real life scenarios.

Our ambitious, high quality and progressive curriculum starts in the Early Years and develops children’s substantive knowledge alongside disciplinary knowledge. Careful sequencing of PSHE units ensures clear progression so that children are building on their prior knowledge, skills and experiences in an age appropriate way.

Equality and Protected Characteristics are threaded throughout our whole school curriculum but the PSHE curriculum is one of the multi-faceted ways that we teach this aspect. Through teaching, modelling and challenging we demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

British Values are actively promoted throughout the PSHE curriculum to ensure young people leave school prepared for life in modern Britain. Children are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law.

In addition to fulfilling the statutory requirements placed on school, we deliver an ambitious, personalised curriculum to meet the needs of our pupils. Curriculum design includes:

- Relationships Education – starting in Nursery we teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationship with other children and with adults.
- Health Education – building on the Development Matters curriculum we teach pupils about physical health and mental well-being to give them the information they need to make good decisions about their own health and well-being as well as know how to seek support for themselves or others.
- Sex Education – at an age appropriate level we promote healthy relationships and prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene. The curriculum promotes the development of self-respect, confidence and empathy.
- Non statutory elements- these include pupils’ wider safety (water, road and fire), economic understanding and understanding and safe use of technology and the media.
- Safeguarding elements- these ensure we meet the requirements from Keeping Children Safe in Education and respond to our local safeguarding contextual information (related to Public Health England) and the risks to pupils.

PSHE supports pupils’ behaviour and attitudes across and beyond the academic curriculum but we ensure children make links to connected learning in the subjects of Science, RE, Online Safety and Design Technology.

IMPLEMENTATION

At Pitmaston we have invested in the mindful, structured and progressive Jigsaw scheme in order to meet the requirements of the statutory and non-statutory curriculum.

The curriculum is designed to include six key concepts (puzzles) which are:

Being Me In My World – sense of belonging, being part of a school, wider and global community, children’s rights and responsibilities, working and socialising with others and pupil voice.

Celebrating Differences- similarities and differences including diversity, disability, racism, power, friendship and conflict. Children learn to accept everyone’s right to be different. Anti-bullying including cyber and homophobic bullying is an important aspect of this puzzle.



Dreams and Goals – their hopes and dreams and goals for success, overcoming challenges, teamwork, managing feelings of pride, ambition, disappointment and aspirations.



Healthy Me – covers two main areas of health: Emotional/mental health (through relaxation, being safe, friendships, mental health skills, body image, relationships with food and managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe and first aid).

Relationships – respectful relationships covering topics including diversity in families (LGBTQ), friendships, pets and animals and love and loss, online safety and social networking. Children learn how to deal with conflict, build assertiveness skills and identify their own strengths and strategies for building self-esteem and resilience.

Changing Me – growing, becoming a teenager, assertiveness, puberty, self- respect and safeguarding. End of year transition is built into this puzzle.

Substantive knowledge (this is the taught knowledge) and disciplinary knowledge (social and emotional skills) are identified in each lesson.

The whole school approach to teaching and learning PSHE involves the following:

- In the Early Years children have a weekly lesson following the Jigsaw scheme and these skills are embedded and developed through continuous provision.
- From Years 1- 6 a PSHE Jigsaw piece is taught each week by the class teacher.
- Lesson structure includes 'Calm me', 'Connect us', 'Open my mind', 'Tell me or show me' and 'Help me reflect'.
- Floor books in the Early Years and PSHE books in Years 1-6 record children's learning and reflections.

Our teachers consider the needs of all learners in their provision. In line with our Inclusion policy, all pupils will have access to learning activities with the consideration of language and appropriate resources for children with SEND.

IMPACT

Teachers regularly assess children's substantive and disciplinary knowledge and this is recorded on our whole school PSHE tracker. This in turn supports us to tailor the curriculum, re-teaching and personalising for specific cohorts, resulting in even better outcomes for our pupils.

The focused and successful curriculum design results in pupils developing accurate and relevant knowledge of the world around them to be able to make informed and safe life choices. Children develop as healthy individuals with the ability to self-regulate and take responsibility for their own mental health. They develop strong, positive relationships demonstrating self-worth and the ability to identify unhealthy relationships and enforce their own boundaries to keep physically and psychologically safe.

Children promote acceptance of diversity, a resilience for life and demonstrate that they have the cultural capital to become global citizens in an ever changing world.