

PSHE Policy

The Context of our School and its Curriculum

Our Shared Vision & Values



A S P I R E	We are ambitious to ACHIEVE ;	we aim high, anything is possible!
	We show SELF-RESPECT ,	we support each other with empathy, tolerance and quiet confidence.
	We are PROUD :	positive, practical and we persevere.
	We want to be INSPIRED ,	show our creativity, “Dream Big”.
	We demonstrate RESILIENCE ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
	Everyone is EQUAL ;	there are exciting experiences at Carlton Road for all.

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos “Aspire to Achieve” is embedded throughout the school, it’s curriculum and our knowledge expectations – we expect our children to “Aim High” and “Dream Big”.

Our “Aspire” curriculum brings to life the school’s ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to

persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Curriculum Intent

PSHE

PSHE is a crucial part of a child’s education. It provides them with access to critical information about themselves and the many facets of the diverse world around them. At Carlton Road, we provide a whole school curriculum that is both broad and balanced and meets the context of our academy. The Jigsaw Programme delivered from FS1 to Year 6, offers a comprehensive, carefully planned Scheme of Work which enables our children to become independent, confident, healthy and responsible members of society, as well as developing the ‘whole child’ intellectually, morally, socially and spiritually.

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an everchanging society, we are able to provide our 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 the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core values; APSIRE.

Through our teaching, we provide opportunities for the children to discuss and develop their own knowledge and awareness of relationships, how to stay safe, physical health and well-being. We promote children’s self-esteem and resilience, helping them to form and maintain worthwhile and positive relationships and attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We want our children to feel empowered, having respect for themselves and for others within our local, national and global communities. British Values are interwoven through all of the units taught.

The Scheme of Work used also supports the ‘Personal Development’ and ‘Behaviour and Attitude’ aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Jigsaw’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Our curriculum promotes	A S P I R E	Achievement,	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		Self-respect,	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil’s		Pride,	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		Inspired;	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we “Dream Big” at Carlton Road.
Our curriculum develops learners who are		Resilient	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		Equality;	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

What our intent looks in PSHE

At Carlton Road Academy, we encourage our pupils to open their mind to the world around them. We provide them with the knowledge and skills they need to become future global citizens.

A	Achievement	Children and young people are at the heart of all Jigsaw Programmes. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances. We encourage the children to be honest and open and contribute to discussions on various topics and to show empathy and understanding to others. We celebrate each small achievement with them, whether that be in what they say or do or by demonstrating confidence in a group or whole class situation.
S	Self-respect	Children are encouraged to think and reflect about their own actions and behaviours. Through the Jigsaw Programme, we encourage the children to understand the part that they play as an individual in our school community. We expect them, alongside their peers and teachers, to 'build themselves up' and to increase their self-esteem, as they progress through the curriculum. We instill confidence and resilience by encouraging our children to truly believe in themselves. Jigsaw's philosophy starts by building a positive self-image, a sense of identity and a healthy relationship with self, and from that starting point help children grow healthy relationships with others.
P	Pride	At Carlton Road Academy, we want our children to feel proud of their work and their achievements, no matter how big or small. We aim to instil a sense of pride in being a member of our school community, the wider community and pride for themselves as an individual. We celebrate with our children at every opportunity including celebrating differences supportively and positively.
I	Inspired	In using the Jigsaw PSHE program we enable our pupils to better understand each other as human beings and as global citizens, sharing cultures and growing empathy. Our teaching in this subject includes goal-setting, aspirations, who do I want to become and what would I like to do for work to contribute to society. This is supported through the rest of the curriculum, where through our teaching, children are inspired to develop certain interests, deepen their understanding and research inspirational figures; encouraging the children to begin to consider future careers.
R	Resilient	Children are constantly encouraged to never give up. We aim to support our pupils in becoming 'reflective learners' where they can identify improvements that can be made to both their work and their behaviour in social situations. Jigsaw, the mindful approach to PSHE, provides a thorough curriculum package for 3–16-year-olds, with the Jigsaw R.E.S.T. (Resilience and Engagement Scale and Toolkit) boosting resilience at a Primary level, as well as the Jigsaw Families Programme offering support for parents and carers. This forms a focal part of our teaching of PSHE, and through discussion and role-play tasks, we model how we can be more resilient in given scenarios and what the benefits of this are.
E	Equality	All children receive a high quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances. Children are taught how to face racial and gender stereotyping and learn how to overcome and understand discrimination and stereotyping when it takes place (becoming aware of the protected characteristics). As an academy, we ensure that the needs of all our children are appropriately met, and that they understand the importance of equality and respect within the school community and in society.

Curriculum Implementation

How we deliver our curriculum:

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table on the next page gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Carlton Road Academy, we allocate one lesson (approx. 45mins to 1 hour) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways through:

- assemblies and collective worship
- praise and reward systems,
- learning charters,
- relationships child to child, adult to child and adult to adult across the school.
- aiming to 'live' what is learnt and apply it to everyday situations in the school community.

PSHE is also addressed through other areas of the curriculum and throughout the day as and when there is a need to discuss relationships, choices etc. Elements of Computer safety are taught through PSHE but not exclusively. Picture News is discussed with the children; this focuses on rights of the child and British Values. It provides a fantastic opportunity for our children to discuss many issues and topics from around the world that have been in the news. As a school, we also take part in charity events and themed weeks such as Anti Bullying Week and Road Safety awareness through our Junior Road Safety Officers. We also have Mini Police who help to promote keeping safe.

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

The table on the next page demonstrates the types of knowledge the children acquire and what that looks like in PSHE.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in PSHE
A	Academic Answers	<p>Children encounter facts and learn knowledge that is 'known' for example: number bonds, spellings, capital cities, the wives of Henry VIII, colours.</p> <p>Facts that can be straightforwardly shared, memorised and recalled.</p>	<p>The children will know the vocabulary appropriate to names of the body, names of harmful substances and other health matters that they discuss. All correct vocabulary and terminology shall be used. Children start all lessons using Jigsaw with language they will need to use and remember for that block, adding to it as the unit progresses. Key questions are used to recap previous knowledge learnt. This gives the class teacher an indication of what the children already know and what they need to know to move their learning on. This knowledge, as it is built on over time will become memorised and recalled.</p>
S	Situational and Symbolic	<p>Children interpret knowledge in the context of what they comprehend from the cultures they know (context, community heritage). This includes their understanding of symbols such as: written, gestures, body language, pictorial, coded (such a computers or road signs).</p>	<p>The children will know how to interpret illustrations and drawings of real-life images throughout PSHE. They will know what symbols and icons mean on packaging and materials, especially ones which indicate a hazard or danger (including road signs). They will read domestic signage such as washing instructions for textiles and those included on food wrappers and containers. They will know what the symbols are needed to represent electricity around us and in our community. They will begin to appreciate the importance of these symbols and interpret the knowledge that they contain.</p>
P	Practical – the 'How to?'	<p>Children learn practical knowledge when they need to know the 'How to...'e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.</p>	<p>Children will know how to make a clear and efficient call to emergency services if necessary. Concepts of basic first aid, for example dealing with common injuries, including head injuries will also be learned. Here at Carlton Road, children will learn through practical tasks about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. They will understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. This knowledge, will be automatically retrieved over time and not forgotten.</p>
I	Implicit and Incidental	<p>Implicit knowledge often is unconsciously obtained, and we may not recall learning it or be able to verbalise it: such as how to walk or talk. It builds on past experiences.</p> <p>Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.</p>	<p>The PSHE curriculum is progressive throughout the school. The children will come to know and be familiar with a range of terms. They will encounter these in not just PSHE lessons but also throughout their time at Carlton Road Academy, and each time they will build on their prior knowledge until it becomes implicit. Children will begin to use incidental knowledge that they have acquired from previous experiences, for example by avoiding touching something that is not safe or in knowing how to resolve disagreements. This will also come into light when children learn about healthy living and apply this knowledge to their PE and Science lessons.</p>
R	Relationships and Real Life	<p>This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind 'real life' skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level of coaching to acquire it.</p>	<p>Children will inclusively understand relationships and Sex Education in the context of coping positively with change. At Carlton Road Academy, the children will learn about: friendships (including online), family and other relationships, conflict resolution, communication skills, bereavement and loss. Children will be shown and taught to understand their own identity and where they fit within the class, school and global community. The children will be given a range of real-life scenarios to encourage them to think about how they might behave.</p>
E	Experiences and Experts	<p>This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an "expert" such as a professor, or sensorily observed such as an experiment.</p>	<p>During their time at Carlton Road Academy, the children will learn through their own experiences and through the behaviour of others. First Aid and First Response teams (experts) will teach children basic first aid. Children will learn about the rights of a child through external agencies such as Childline and the NSPCC. Children will learn from JRSOs and the Mini Police, delivering regular assemblies on Safety in the Community. Local emergency services visit our children to explain the importance of their roles and tips on how to stay safe.</p>

In PSHE we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Design & Technology
A	<i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	When planning PSHE lessons, our teachers identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their lessons. In addition to this, teachers will identify a range of key questions to ask, pitching them accordingly so that all pupils can fully access the curriculum.
S	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example, in PSHE, a child will learn about the importance of exercise in staying healthy because they have been taught it. This schema will extend and grow as they learn about healthy diets and hygiene, seeing how keeping healthy encompasses more than one aspect.
P	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Each unit of work in PSHE provides children with opportunities to develop their understanding through engaging, practical activities such as role-play, story-telling, problem-solving scenario discussions and exploring song lyrics. The tasks are memorable due to their hands-on nature and make the learning more purposeful. Lessons are heavily discussed based.
I	<i>Internalisation</i> of learning through <i>interaction, instruction, imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.	Through talking partners, children may interact, share and discuss ideas relating to the listening and appraisal of pieces of music. They will listen to teacher instructions, they may follow sheet music or watch the video as it plays to enable them to join in with playing or singing. Finally, they will discuss and share ideas for improvising and composing. All of the above support the internalisation of knowledge acquired in music moving it into the long-term memory.
R	<i>Retrieval</i> of knowledge through <i>repetition, revision, recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	Children are always participating in retrieval activities to help embed their learning - whether that be in a PSHE lesson, another curriculum subject or during impromptu discussions during the school day when an issue arises. Because each lesson follows a similar procedure, children are encouraged to think back to previous lessons / units and use their knowledge to answer key questions. Lessons, year on year are progressive with knowledge building up over time – all prior learning is recapped, for example the language of body parts is revisited and expanded over time.
E	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Providing our pupils with exciting, engaging and inspiring experiences is something we pride ourselves on at Carlton Road Academy. During PSHE lessons, we aim to get experts to come and talk to the children, whether that be during assemblies or class workshops. The aim is, where possible, to provide our children with first-hand experiences to support and develop their understanding.

Planning our curriculum:

Throughout KS1 and KS2 – the core concepts carry the same heading, where planning for each area is detailed with vocabulary and resources. These include activity ideas, images, songs, lyrics and step by step guides on how to teach and support in each lesson.

Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (purple) and the other based on emotional literacy and social skills development.

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched during a whole-school assembly; learning can be celebrated by the whole school in a meaningful way.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Household safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Evidence of key knowledge:

Through discussion, actions, expression of thoughts, work in morals and wellbeing books and repeated retrieval, PSHE knowledge will be evident in everyday life and in many varied situations that they will come across. Weekly learning walls will show and express what the children have learned, using it as an interactive station for children to show their core learning and evidence their progression.

Impact

“The positive results of pupils’ learning can then be seen in the standards they achieve.” Ofsted, 2019

The key elements of this for our school is:

- knowing and being able to evidence the impact of the PSHE curriculum both on learners individually and in the school as a whole
- coherently being able to match and evidence the impact of PSHE with the intent

What will this look like?

By the time children leave our school they will:

- have a willingness and desire to try new things, push themselves and persevere
- have a good understanding of how to stay safe, healthy and develop good relationships
- have an appreciation of what it means to be a positive member of a diverse, multicultural society
- have a strong self-awareness, interlinked with compassion of others.

Assessment

There is no statutory assessment in PSHE, however teachers use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is a crucial part of the teaching sequence within PSHE:
 - It is used throughout every lesson to inform the teacher of starting points for individual learners as well as who may need further scaffolding (e.g. additional modelling, further practise, adult or peer intervention) or challenge, depending on how they are progressing within the lesson.
 - Every time we ask a question, we do this to gain an overall understanding of what the child knows and what they need to know in order to move their learning on and develop their skills further. Questioning during lessons also enables teachers to identify misconceptions and ensure that they are addressed.
 - We recognise that the best form of intervention happens within a lesson or soon after, however adaptations are made to planning in response to need, this being done in readiness for the next lesson.

At the end of a unit of work, teachers will assess whether the children have gained the required knowledge and skills. Within Jigsaw, there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these. In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors). The guidance offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage

This will inform the teachers of key learning areas when teaching their next topic. Then, at the end of the academic year, the teacher will pass this information onto the next year group teacher for building on.

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage.

This policy was most recently updated in:

November 2022