



National Curriculum Aims

Personal, Social, Health and Economic (PSHE) is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

Intent	Implementation	Impact
At West Lodge, we aim that through PSHE opportunities, children become emotionally literate: they develop self-awareness and self-regulation, an understanding and acceptance of themselves and others, enabling them to form healthy relationships and make a positive contribution to society. Children at West Lodge uncover their innate resilience and are prepared for everyday life in the changing world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. During our MindUP lessons the children develop the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion. The aim of NO OUTSIDERS lessons is to embed Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.	Our curriculum for PSHE, is taught as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We have adopted the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our children's learning in this vital curriculum area. At West Lodge Primary School we allocate time 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: assemblies, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. PHSE offers an opportunity for teachers to assess whether a child should be signposted for additional pastoral support, and the flexibility to deal with issues that may arise in their class or Year Group.	The impact of our PSHE curriculum will be measured by two main aims for all children: • To build their capacity for learning • To equip them for life <i>"The positive results of pupils' learning can then be seen in the standards they achieve." Ofsted, 2019</i> At West Lodge pupils will also: • Practise empathy towards themselves and others—identifying and regulating their emotions. • Develop positive and healthy relationships, now and in the future. • Understand what constitutes a healthy lifestyle (physically and mentally). • Children will have the knowledge and skills to keep themselves safe (with regards to road safety, online safety, medicine/substance safety). • Children will be respectful, tolerant and accepting of themselves and others. • Children will be able to think critically and make informed choices. • Children will be active members within the school and within the wider community.

Knowledge and Skills

As pupils progress throughout the PSHE curriculum, they will develop the knowledge, skills and attributes they need to manage their lives, now and in the future. This will give them the opportunity to thrive as individuals, family members and members of society. PSHE also supports the children in achieving their academic potential, from making responsible decisions to succeeding in their first job, PSHE helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

An effective curriculum for PSHE will promote:

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 development opportunities provided for our children. Our PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world.

Creativity

Our curriculum for PSHE is mainly taught using Jigsaw which is a spiral, progressive scheme of work, and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At West Lodge Primary School, we take a whole school approach towards PSHE, and embrace many themed days throughout the academic year; which are also supplemented by workshop and visits.

The Jigsaw lessons are supplemented by 15 MindUP lessons, and 10 NO OUTSIDERS lessons, that are delivered throughout the year. As part of the MindUP programme, the children participate in daily brain breaks, which give them a tool to help them to regulate their stress and emotions through regulating their physiology, and activating the attentional regions of the brain. The NOOUTSIDERS lessons use picture texts, to deliver the message that ‘Everyone is Welcome.’

In the Early Years Foundation Stage, we ignite a love for learning through a carefully planned blend of child initiated and adult led activity. Children develop their knowledge and understanding of building, managing self and self-regulation through play and adults modelling and co-regulating feelings and emotions.

Assessment

At West Lodge, assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.

The subject lead for PSHE will hold regular pupil meetings, to discuss the children’s learning and progress in PSHE as a whole.

To support teachers in tracking each child, there is a Summative Assessment: tracking pupil progress’ sheet that can be used. This sheet has three attainment descriptors for each puzzle. The teacher can then use a ‘best-fit’ approach to decide whether the child is working towards, working at or working beyond for that Puzzle. The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the school’s pastoral support systems as appropriate.

In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the ‘working towards’ / ‘working at’ / ‘working at Greater depth’ attainment descriptors.