**INTENT**

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| **Purpose of Study** |
| 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:   * Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and * Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.   From September 2020 the delivery of PSHE Relationship and Health Education is a statutory requirement. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  At Roby Park, we believe that personal, social and health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that Roby Park is a happy, stimulating and caring place and we expect high standards of respect and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos.  We encourage our children to take part in a range of practical roles and activities that promote active citizenship: Play Leaders, School Councillor, Eco Councillors, whole school fundraising and engagement in school and local events. Children have opportunities to meet and work with members of the community, such as: health workers, firefighters, police officers, librarians, sports coaches, secondary school pupils, artists, authors, representatives from the local church, mosque and Knowsley Council. We participate in, and promote National events such as: Democracy Week, Anti-Bullying Week and Road Safety Week.  We are committed to supporting the mental health and wellbeing of all pupils at Roby Park and take part in Children’s Mental Health Week each year.  PSHE is taught as both explicit lessons, using Jigsaw scheme of work; but it is also embedded in other areas of the curriculum and day-to-day life of the school. We aim to support:   * Happy and positive relationships * Empathy and compassion * The confidence to make the most of their abilities * Value and respect of diversity * Respect for others’ rights to their own values and beliefs * Evaluation (and appropriate challenge) of the opinions and arguments of others * Leadership and presentation skills * Strategies for managing influence * Enterprise skills and attributes * Skills for employability (aspiration, communication, creativity, goal setting) * Taking positive risks |
| **Aims from National Curriculum** |
| To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.  Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.  They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.  In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.  Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which  enable pupils to:   * Have a sense of purpose * Value self and others * Form relationships * Make and act on informed decisions * Communicate effectively * Work with others * Respond to challenge * Be an active partner in their own learning * Be active citizens within the local community * Explore issues related to living in a democratic society * Become healthy and fulfilled individuals |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. 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.  Each of the six Puzzles (units) are taught across the school; the learning deepens and broadens every year. Each piece has a named Mascot in the form of a soft toy in the shape of that Jigsaw piece and a cat used for assemblies and Calm Me time.  At Roby Park Primary School, we allocate 60 minutes 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:   * Yearly Community Launch Assembly * Weekly Assemblies and collective worship * Praise and reward system * Learning Charter * Through relationships child to child, adult to child and adult to adult across the school.   A typical piece would be delivered in the following way.   * Launch assembly followed by first lesson which establishes Charter or identifies a special week of work later that term and sets up the whole area of learning. * Weekly assembly to reward previous week’s classwork and achievements (2 pupils identified as ‘Jigsaw Jewels’ for their contributions) followed by the weekly 45 minute lesson * Assessment of coverage by class teacher via Jigsaw Knowledge organisers should be ongoing and of pupil achievement against the WT, WA, WA+ objectives completed by the end of piece. * End of Piece Display as a celebration and all evidence for monitoring on Seesaw should be ready by the end of piece. (Display will remain up until replaced by the next one) * During the half term, if pupils participate in any whole school fund raising or charitable events, this should also be celebrated and evidenced on Seesaw and where it fits in appropriately with the Jigsaw Piece for that term, form part of the Display.   We aim to **‘live’** what is learnt and apply it to everyday situations in the school community.  The PSHE ethos comes through all areas via the behaviour systems and the use of the Calm Me time to support mindfulness and mental wellbeing. Staff should seek to praise pupils when they observe displays of positive behaviour that links to their learning in PSHE and to the Roby Park Learning Heroes using the whole school Class Charts system.  Class teachers deliver the weekly lessons to their own classes and receive regular CPD and support to ensure high quality learning.  **EYFS**  EYFS is inclusive in this approach via PSED and the Early Years Jigsaw planning.  **Resources**  All Jigsaw resources are saved on Google Drive and each class have their own cuddly Jigsaw pieces.  If staff would like books or materials on specific subject matter, they should liaise with the Assistant Head Teacher.  **Floor Book Expectations**  **Front covers**   * Front cover to be stuck on the external front cover. * Inside cover – **Class Charter** stuck in   **The beginning of each new unit**   * At the beginning of each new unit, stick in the **knowledge and progression map**   **Baselines**   * At the beginning of each unit, children to complete an individual **baseline assessment, using the lefthand side of the proforma.** * At the end of each unit, children return to their **baseline assessment** and complete the righthand side of the proforma to demonstrate their learning and reflections.   **Each lesson**   * Start a new side for each new lesson * Each lesson should have a **date and focus sheet** stuck in. * Floor books should evidence a range of high-quality work samples from children of all abilities, photographs, QR codes from any videos added to Seesaw from practical activities and children’s opinions and thoughts via **quotes**. * Resources used should be high quality and use the school Letter Join font. * Recorded learning must be scaffolded and differentiated – including written questions children respond to in the floor book. * Examples of writing at length should be evident throughout and this should include full, complete pieces as well as a range of examples from children of differing abilities. * All children should have at least one piece of learning recorded in the floor book per term. * Children’s quotes should be recorded in each lesson, so all children have a quote/reflection included at least once in a term’s learning.   **Reflections**   * At the end of each lesson, there should be a period for reflection. Provide opportunities for pupils to reflect on what the learning means for their own lives. * **Reflections** should be glued in at the end of the lesson’s work, followed by the assessment   **Feedback & Assessment**   * At the end of each lesson, there should be an **assessment sheet** on with the focus, and children working towards and greater depth. * Feedback, should demonstrate further reflection with the use of purple pen on reflection sheets, where appropriate.   **Folders**   * Orange folders are for PSHE. * Dividers should be used to separate each half termly unit. * Recorded learning from lessons should have children’s initials on and be stored in a single polly pocket per lesson in order to keep evidence should it be needed.   **End of Unit Quizzes**  At the end of the unit, children will complete a quiz as part of their assessment to assess what they have learnt.  All learning is recorded in the class floor book, with individual pieces of work and assessment recorded in the class PSHE file.  **Displays**  Each class has a half termly Jigsaw PSHE display which teachers are responsible for.  **Presentation**  Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. Presentation reminders will be glued in the front of all books and children will be reminded in all lessons of handwriting and presentation expectations. Staff will model the expectations throughout the curriculum.  **Planning**  All planning is readily available on our Google Drive. PSHE Jigsaw plans should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment. |
| **Cross Curricular Links** |
| PSHE is a far-reaching subject. It will cross into a variety of areas over the course of the school year, allowing for an enhanced and rich curriculum.  The introduction of the Roby Park Learning Heroes are strongly supported by the PSHE curriculum and the PE Values of honesty, determination, passion, teamwork, respect and self-belief also grow directly from the PSHE curriculum.  In Early Years, the Roby Park Learning Heroes are accessed through the Characteristics of Effective Learning.  It is expected that, ’Calm Me’ will be used in a variety of lessons, for example when listening to an appraisal piece in Music lessons, when cooling down after PE or when observing an image in Literacy Counts sessions. This will encourage the pupils to, ‘live’ the PSHE ethos and give them reference points to a variety of mindful activities that help them to be calm. |
| **Inclusion** |
| We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons. |
| **Equal Opportunities** |
| The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education  providers must ensure that issues are taught in a way that does not subject pupils to discrimination.  Roby Park has a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).  Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).  Roby Park has a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”  “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender  stereotypes and take positive action to build a culture where these are not tolerated, and any  occurrences are identified and tackled. Staff have an important role to play in modelling positive  behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019) |
| **British Values** |
| Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the PSHE teaching across all Jigsaw pieces.  Mapping of this can found on the PSHE Curriculum Overview and in the Jigsaw British Values Mapping documentation. It is also an integral part of the PSHE ethos across the school. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitors in – local artists, historians, careers * Educational visits, workshops and residential trips – forest school, art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   In addition to this, school has a Cultural Capital Planner that all subjects contribute to which ensures a rich and diverse curriculum offer for all pupils to access. |
| **Community Links** |
| Jigsaw is launched each year through a Community Assembly which stakeholders are invited to attend. Throughout the year, opportunities are given for pupils to fund raise and support events which require Community support and participation. There are also special weeks across the year such as, Growing Up Week and Friendship Week when the Community link up with school. PSHE, Wellbeing, British Values, SMSC and Mental Health will be promoted and supported across our Social Media platforms throughout the year.  **Relationships & Sex Education**  “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17  At Roby Park Primary School, puberty is taught as a statutory requirement of Health Education and covered by Chris Winter materials and our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit).  We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.   * Year 4, Lesson 2 (Having a baby) * Year 5, Lesson 4 (Conception) * Year 6, Lesson 4 (Conception, birth)   We will also have a full, ‘Growing Up Week’ focused on naming of body parts and the changes the body goes through as it grows and develops.  The school will inform parents of this right by curriculum newsletter and through Social Media platforms before the Changing Me Puzzle is taught and before Growing Up Week commences. All materials to be used will go through a parent and carer consultation. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.  To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing ‘as a person’. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.  The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs.  This is used to inform the teacher’s planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they’ve made since doing the baseline activity by repeating the same activity so progress and changes in reflection can be demonstrated. For example, pupils (or teachers for younger children in EYFS and KS1) do a ‘mind-map’ of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured (purple) pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment against the set of success criteria identified in the Jigsaw Assessment provided for each piece which gives statements for WT (1), WA (2), WA+(3). Jigsaw and Insight are linked up which means staff can add assessments to Insight at the required data drops.  Pupil achievement is evidenced through the reward assemblies, End of Piece displays and Seesaw. Pupils will also create their own PSHE Journal for each Jigsaw piece and teachers will use Jigsaw Knowledge organisers and assessment tools to evidence coverage and attainment. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** September 2024  **Policy Review:** September 2026 |