



Lighting up a love of learning

Personal Social and Health Education (PSHE)

What is the intent?

In PSHE: What is the intent behind the sequence of learning and curriculum?

At Berrow, PSHE (Personal, Social, Health and Economic Education) and RSE (Relationship and Sex Education) is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of our whole-school approach, PSHE and RSE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We use the Jigsaw whole-school approach that embodies a positive philosophy to nurture children’s development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

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.*

Implementation

A whole school Jigsaw approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles that progress termly and in sequence from the start of each academic year. Each year group is taught one lesson per week. All lessons are delivered in an age and stage appropriate way so that they meet children’s needs

- Being Me In My World
 - Celebrating Difference (including Anti Bullying)
 - Dreams and Goals
 - Healthy Me
 - Relationships
 - Changing Me (RSE)

As part of our PSHE curriculum, we follow a scheme called No Outsiders. This scheme was created by Andrew Moffat MBE, who was nominated for the Global Teacher Prize in 2018-19. No Outsiders has three core values:

- Respect for diversity through education in schools;
- Commitment to community cohesion through understanding and acceptance of difference;
- Promotion of dialogue to counter fear and hate in society.

There are 6 lessons taught in parts and revisited throughout the academic year.

It involves the use of age appropriate story books (see No Outsiders pathway) to teach about seven of the protected characteristics of the Equality Act 2010. These include:

- age;
- disability;
- gender reassignment;
 - race;
- religion or belief;
- gender;
- sexual orientation.

End Points

Being Me In My World - Pupils will develop a sense of belonging, welcoming others and being part of a family, a school community, a wider community, and a global community. Children will understand their rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference - Pupils will understand about similarities, differences and diversity, such as disability, marriage, gender, racism, power, friendships, and conflict; children will learn to accept everyone's right to 'difference', and most year groups will explore the concept of 'normality'. Antbullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals - Pupils will understand their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges. They will also focus on enterprise and fundraising. Children will learn to managing feelings of pride, ambition, disappointment, success; and share their aspirations, their dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me – Pupils will develop two main areas of health: Emotional/mental health (relaxation, being safe, family, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships – Pupils learn to build a respectful relationship with themselves, families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is to understand about safeguarding and learning to keep safe; this links to 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. They will explore roles and responsibilities in families and friendship groups, and consider stereotypes. Most of the statutory content for Relationships Education (DfE) is contained within this Puzzle.

Changing Me – Pupils will build on learning about many types of change, growing from young to old, becoming a teenager, assertiveness, body parts, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school (Year 6) and how to cope positively with such changes. Life cycles (KS1) and human reproduction (KS2) are taught in some year groups. Statutory content for Relationships and Sex Education (DfE) is contained within this Puzzle.

No Outsiders –It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective spiritual, moral, social and cultural (SMSC) and character education.

We believe that it is vital that our pupils can discuss inappropriate and discriminative language and understand how to address boundaries in order to prepare them for a future in modern Britain.

We strive to ensure that our pupils are surrounded by a consistent message:

- There are no outsiders here;
- Everyone is different;
- We like being different;
- We are all equal in our difference;
- I can get along with you even if we are different;
- We live in the U.K., our British values support this and the law says this too.

The impact of excellent teaching will mean as a happy, healthy and safe young person leaving Berrow, every child will:

- Have a sense of purpose
- Value themselves and others
- Form positive 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
- Raise their self-esteem and confidence, so they are happy with themselves and their relationships with others
- Prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood
- Understand the nature of positive human relationships and what traits and personal attributes will support them to flourish
- Recognise unhealthy relationships and know how to make safe and healthy decisions, including in the online world
- Develop understanding, tolerance and empathy for other people who may be different from them
- Prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations
- Understand where to access information and support
- Understand the importance of equality, diversity and inclusion.
- Believe that EVERYONE is welcome.