

PSHE at The Ryde School

Rationale

At The Ryde, personal, social and health education (PSHE) enables our children to become healthy, 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 provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. It is strongly linked to the school's Words of Wisdom (Safe, Responsible, Resilient, Creative and Ambitious), which underpin all aspects of school life.

Intent

PSHE Education (Personal, Social, Health and Economic Education) at The Ryde is a planned programme of learning through which our pupils acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

From September 2020, primary schools in England have also needed to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010). The Ryde School uses the Jigsaw Programme which supports all of these requirements and has children's wellbeing at its heart.

The Jigsaw programme is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school

approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and 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.

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

- Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
- Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.
- Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.
- Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, 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 starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children 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 explore roles and responsibilities in families and friendship groups, and consider stereotypes.
- Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

The EYFS plan further activities across their curriculum to meet the Early Learning Goal Personal, Social and Emotional development.

Alongside the Jigsaw programme pupils are encouraged to be responsible members of the class, school and wider communities. Pupils voice is an important method of canvassing opinion and raising issues. Class and School Councils and the Eco Committee enable children to have a direct impact on their community.

Visiting speakers from across the community are encouraged and give children an understanding of the wider issues which need to be understood and tackled.

Assemblies are used to further promote the aims of the school and PSHE curriculum. Picture news is used once a week either in class or assembly times. This allows for current issues to be discussed and related back to the school values.

Implementation

The PSHE curriculum uses a spiral approach to ensure that children gain a deep understanding of the six areas of learning. The design is based on the work of Jerome Bruner. Throughout the curriculum both the initial basic facts and the relationships to later details are repeatedly emphasized to help enter into long-term memory.

All classes have a weekly PSHE lesson on a Monday morning. This helps settle children back into school after the weekend and alerts staff to any problems, worries being experienced by pupils. Lessons follow a similar structure to allow time for mindfulness and reflection in each session. In EYFS much of the curriculum is centred around Personal, Social and Emotional development and is constantly at the forefront of teaching and learning opportunities.

Teachers use formative assessment to assess further needs of individuals or groups of children. In such cases close liaison with the SENCO ensures that the correct advice or access to services is sought.

The Class councils, School Council and Eco committee meet on a half termly basis and enable children to raise issues that are pertinent to the school community. All pupils complete a pupil voice sheet termly and this enables issues to be raised.

Impact

We use both formative and summative assessment in our PSHE lessons at The Ryde. Teachers acknowledge the reflections recorded during the lessons but in order to allow for an open and honest approach do not give written feedback. Any issues that arise through the work are addressed either individually or as a class. This approach helps teachers to provide the best possible support for all children.

At the end of each Puzzle piece teachers use the Progression of Jigsaw Attainment descriptors to identify children who are working towards and working beyond the year group expectations.

The Attainment descriptors have been broken down for each year group, allowing for detailed assessment of progress. Within each puzzle piece children gradually progress towards a deep understanding.

Assessment information is collected at least termly by the subject leader, analysed and then reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in PSHE.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: work scrutiny, pupil voice, staff voice, displays, learning walks/lesson observations.