



Boorley Park Primary

PSHE

Intent, Implementation and Impact

Intent

In PSHE (Personal, Social, Health, and Economic Education), children should leave school with a well-rounded understanding of key life skills that contribute to their overall well-being and positive engagement with society. Some key areas we hope for children to have achieved by the time they leave school are:

1. Emotional Literacy and Self-Awareness:

- o The ability to understand and express their emotions healthily.
- o A solid sense of self-esteem, confidence, and resilience.
- o Awareness of their strengths and areas for growth, enabling them to manage challenges effectively.

2. Healthy Relationships and Social Skills:

- o Understanding the importance of positive relationships and how to foster and maintain them.
- o Developing communication, conflict resolution, and empathy skills.
- o Recognising and addressing unhealthy relationships, including bullying or abusive behaviour.

3. Physical and Mental Health Awareness:

- o A knowledge of the importance of physical health (e.g., nutrition, exercise, hygiene) and mental health (e.g., stress management, mindfulness, seeking support when needed).
- o Developing habits that contribute to a balanced and healthy lifestyle.
- o Understanding and challenging stigma around mental health.

4. Personal Safety and Wellbeing:

- o Awareness of personal safety, including online safety and how to manage risks in various situations.
- o Understanding consent, boundaries, and the importance of respect for themselves and others.

5. Understanding Diversity and Inclusion:

- o An appreciation for cultural, social, and individual diversity.
- o Knowledge of equality, inclusion, and the importance of combating discrimination or prejudice.
- o Building positive attitudes toward different backgrounds and lifestyles.

6. Financial Literacy and Economic Awareness:

- o A basic understanding of money management, budgeting, and financial decision-making.

- o Awareness of the economic and social systems and how they influence individuals and communities.

7. Citizenship and Global Responsibility:

- o An understanding of their roles as global citizens and how their actions impact the world around them.
- o Knowledge of current issues like sustainability, environmental conservation, and social justice.
- o Encouraging active participation in their community and the broader world.

Ultimately, PSHE should equip children with the skills to thrive both personally and socially, while also preparing them to face future challenges in an ever-changing world.

The use of the Jigsaw PSHE scheme provides an effective, coherent, well-planned, and sequenced curriculum that ensures students acquire both knowledge and skills progressively. It is flexible enough to address the diverse needs of the students, and structured to help them build on prior learning, resulting in a clear and comprehensive development of essential life skills.

Implementation

The Jigsaw PSHE programme of study identifies specific learning goals for each year group, ensuring that by the end of each year group, students achieve certain competencies in areas like emotional well-being, healthy relationships and personal safety. For example, by the end of Year 6, students are expected to demonstrate a good understanding of topics like mental health, healthy relationships, online safety and social responsibility, having built on this knowledge progressively throughout earlier years. Each year the children cover the same strands of PSHE, but build on the knowledge from the previous year. For example, each year group will cover the 'Healthy Me' unit, this will build upon previous years knowledge each year.

PSHE is taught once a week from Year R-6 for 30 minutes, providing students with dedicated time to explore key personal, social, and health topics through engaging activities, discussions, and reflections. This year we have also added in 'The Zones of Regulation' sessions which run alongside PSHE to support children in school learning about how to regulate their emotions.

Monitoring the work in PSHE is essential to ensure that students are progressing and developing the necessary knowledge, skills, and attitudes outlined in the curriculum. Teachers in class can use formative assessments such as class discussions to assess the progression and understanding of children in their class. As PSHE lead, I have completed regular book looks and pupil conferencing to assess the children's progression and ensure consistency across books. The books are beginning to look more consistent with the use of learning objectives and unit headers at the top of pieces of work.

Diversity and inclusion are critical components of the PSHE curriculum. In schools, these concepts can be embedded in a variety of ways to help students understand, appreciate, and respect differences in themselves and others. Embedding diversity and inclusion in PSHE ensures that students develop positive attitudes toward individuals from various backgrounds, cultures, and communities, while also equipping them with the knowledge and skills to navigate an increasingly diverse world. Diversity and inclusion are embedded in the PSHE curriculum through: celebrating differences, addressing stereotypes, developing empathy, representation of different cultures, religions and beliefs and learning about rights and equality.

Impact

Most children are on track or above the expected level for PSHE. As children progress through the school they build on previous knowledge. We continue to emphasise the importance of PSHE to support children in life outside of schools.

When observing lessons, completing book looks and pupil conferencing it is clear that children make progress through the depth of their discussions (comparable from Year R to Year 6). It is great to hear children talking in depth about the important concepts covered in PSHE and how this links to them outside of school.

To ensure that all students benefit from PSHE, the lessons need to be fun, dynamic, and relatable to their everyday experiences. When PSHE is taught through interactive activities, real-life scenarios, and discussions that connect to their world, students are more likely to be motivated and involved, making the learning experience both enjoyable and meaningful.