



PSHE at
St Andrew's CE (VA)
Infant School

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Timetable

At St Andrew's, we teach Personal, Social, Health and Economics education (PSHE) through weekly lessons throughout each term and across all year groups. Lessons vary from half an hour to one hour per week.

Quality of Education

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential. PSHE education is statutory and here at St Andrew's, we ensure that PSHE is taught weekly to all pupils.

We follow the [statutory guidance](#) from the Department for Education which sets out what schools must cover in their PSHE lessons from September 2020. Teachers in EYFS plan weekly activities and discussions to meet the needs of their children, alongside the Jigsaw programme. Pupils at Key Stage One and Two follow the same guidance with both schools following the Jigsaw scheme of work.

Although we do follow the sequential and progressive Jigsaw programme, we do not limit our lessons to the statutory content. We also cover economic wellbeing, education for personal safety and managing risks. Teachers are reactive to the needs of their pupils. Teachers adapt their lessons to meet the social and emotional needs of their pupils. Teachers at St Andrew's adapt their PSHE lessons to ensure that they are fully inclusive of all pupils. They use the support of the Learning Mentor to provide pupils with the emotional support required in these lessons.

PSHE lessons at St Andrew's teach pupils to be aspirational and have a wider understanding of the world they live in and how different people's lives can be. Children are taught to expect challenge and how having a Growth Mindset can help them to become more resilient and expect that with challenge comes reward.

Teachers note additional PSHE lessons which have been adapted to meet the needs of all learners. These details are passed up with the class so that future class teachers are able to see the additional PSHE lessons which have been taught.

Each year group works on the same jigsaw piece or core theme at the same time throughout the school. When appropriate, whole school worship links to these themes, for example, when studying economic well-being.

PSHE is taught as a discreet subject. Pupils access one PSHE lesson each week throughout the school year. Where lessons lead to recorded written work, this is included in individual topic books or group work is added to the class Big Book. They use these books to demonstrate some of their thinking and ideas in their PSHE lessons.

To ensure children have a thorough understanding of the topics covered, at times visitors and speakers are invited in to school. For example, we use safety specialists on Carbon Monoxide to deliver some of the keeping safe curriculum to our Year 2 pupils. Resources from the Jigsaw

programme alongside other resources from [PSHE Association](#) are also used to support learning in these lessons.

Interventions are in place for pupils who require additional support with their emotional health and wellbeing. These are organised with SENDCo and Learning Mentor.

Content of lessons

There are six units of work or puzzles, which must be delivered throughout the academic year in order:

Term 1: BM = Being Me in My World

Term 2: CD = Celebrating Difference (including anti-bullying and inclusion)

Term 3: DG = Dreams and Goals

Term 4: HE = Healthy Me

Term 5: RL = Relationships

Term 6: CM = Changing Me (including Sex Education)

Planning

Lesson plans and resources must be taken from the Jigsaw scheme of work. These can be adapted by teachers to meet the needs of all learners as necessary.

Teachers should plan from the Jigsaw PSHE scheme of work. Within the scheme of work, learning opportunities are set out. However, teachers must take into consideration pupils' development, prior understanding, readiness and needs and plan to be flexible according to these. You may need to look at previous year group's lessons for some pupils in your class. Also, you may need to adapt PSHE lessons to meet the needs of your learners, for example, children falling out in your class.

The Jigsaw scheme of work provides a spiral curriculum for our pupils and prior learning is revisited, reinforced and extended year on year. Pupils at St. Andrew's CE Junior School are also taught PSHE using the Jigsaw scheme of work. Teaching in Year 3 will build on their previous knowledge and experiences from Year 2.

It is expected that all of the lesson objectives in the Jigsaw scheme of work will be taught to each year group.

The HoS or Junior School PSHE lead will pass on any information from the results from the EHNA report (provided through Calderdale) via the PSHE lead and lessons will need to be adapted to ensure the needs of learners are met. For example, we have seen that some of our pupils need more lessons on using age appropriate apps on their devices at home. These needs will be discussed with year groups when necessary.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through book scrutiny and pupil interviews. The PSHE lead also monitors the coverage of the PSHE lessons and ensures subsequent class teachers are aware of previous years' coverage. The PSHE lead ensures the staff are updated with relevant CPD by cascading information the LA's Emotional Health and well-being network meetings.

Interventions are in place for pupils who require additional support with their emotional health and well-being. More information on how we support our pupils with this can be found in the booklet from our Learning Mentor on the website.

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PSHE Policy

At St Andrew's, we use the Jigsaw PSHE scheme with additional resources when teachers feel these are appropriate.

PSHE is taught weekly to all pupils.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our Programme of Study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Overarching concepts developed through the **Programme of Study**:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) **and safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) **and consent** (in different contexts)

7. **Change** (as something to be managed) **and resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. **Career** (including enterprise, employability and economic understanding)

Marking

Pupils will do some of their PSHE in their Topic Books. These will be marked as and when is necessary to give pupils feedback. Verbal feedback should be given throughout the lesson in PSHE. Children are to be given advice on how to improve. Lots of the work completed in PSHE lessons is verbal and in paired and group work, some examples of group or whole class work will be recorded in the class Big Book with assessment stickers added. Teachers should feedback to pupils as they feel necessary.

Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

Teachers can assess written work in Topic Books and should be able to assess group or paired work depending on the lesson objective. Teachers should keep a weekly record of what and how pupils have achieved in their PSHE lessons. Any pupils who are consistently not able to access their PSHE lessons and need additional support in this area should be discussed with SLT with the possibility of receiving additional support through the Learning Mentor in school.

Pupils will use self-assessment in each PSHE lesson. They will have their Jigsaw Journey sheet stuck into their topic books.



Being Me in My World

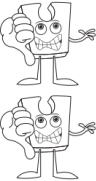
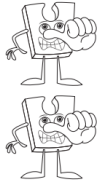

PowerPoint Slide 4: My Jigsaw Learning - Ages 5-6 - Piece 2




My Jigsaw Learning **Being Me in My World - Piece 2** **Ages 5-6**

Name _____

I understand the rights and responsibilities of being a member of my class.

I know that I belong to my class.

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Being Me in My World




PowerPoint Slide 4: My Jigsaw Learning - Ages 6-7 - Piece 1




My Jigsaw Learning **Being Me in My World Piece 1** **Ages 6-7**

Name _____

I have identified areas of my class that I can help to improve.

I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.

TINY BOX - To improve next time I _____

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Pupils will consider how they think they did with the lesson objective and what they need to improve with in the future. Self-reflection is important in this scheme of work and being mindful of where a child sees themselves with their PSHE learning.

For some pupils who require additional support with PSHE, it may be appropriate to use the SEAL tracker to establish their starting points regarding the pupil's social and emotional understanding. This will help teachers to identify what needs to be taught to the pupil and how this support will look.

Teachers will use the assessment sheets provided through Jigsaw for whole class assessment. They will keep this information in their assessment folders.

Ages 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	
Puzzle 2 Celebrating Difference		<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>	
Puzzle 3 Dreams & Goals		<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	

Pupils initials will be added to the tracker at the end of each lesson. It will be assumed children are working at ARE if their initials are not added at working towards or beyond.

Assessment data will be added to Target Tracker termly during this academic year. Teachers will use the assessment information from throughout the half term to inform their decision. The data will be collected 3 times in the year (December, April and July).

Special weeks

Anti-bullying during November <https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

Child Mental Health week in February

Safer Internet Day in February

Mental health during May

Resources

https://jigsawpshe.com/home?utm_campaign=Sample%20Material&utm_source=ppc&utm_medium=Google%20Ads&utm_term=Jigsaw%20PSHE&utm_content=Website%20Traffic&gclid=EAIaIQobChMI9e7bvO3v_QIVb49oCR3s5gViEAAYASAAEgI8r_D_BwE Speak to the Head of School for username and password or copies of documents are saved on the p drive, in year group files.

Recommended books are in Learning Mentor's room and in the Library.

PSHE association <https://www.pshe-association.org.uk> each teacher has been sent a log in. Speak to the Head of School if you require yours again.

<https://natwest.mymoneysense.com/home/>

SEAL Tracker (saved on p drive)

<https://www.nspcc.org.uk/>

<https://parentzone.org.uk/> information to help parents with online safety

[http://www.ltai.info/what-is-prevent/-](http://www.ltai.info/what-is-prevent/) Information about the Prevent Strategy

<http://www.openmindscalderdale.org.uk/> This site is from Calderdale and links to all the emotional health and wellbeing support available in our area.