



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

***Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can***

PSHE Intent, Implementation and Impact

Intent

Our intention is that when children leave Sir Robert Geffery's they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their minds to it. In an ever-changing world, it is important that pupils are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that positive mental health and well-being is maintained.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education (taught through the Jigsaw scheme of work) enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The Educational programmes which are laid out in the EYFS Framework for Personal, Social and Emotional Development shape the activities and experiences that children will have throughout their time in EYFS and work alongside Development Matters to ensure that PSED is of the highest quality in everyday learning. The PSED Early Learning Goals are what we work towards and would like children to be secure in by the end of the Reception year. Reception also uses the Jigsaw Scheme of Work materials. (see below)

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover

the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At Sir Robert Geffery's , in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Relationships and Sex Education aspects of PSHE are also taught through the 'Jigsaw' resource.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

In June each year, the whole school undertakes a health and safety theme week. During this week, classes cover the Jigsaw RSHE sessions in addition to Drugs and Alcohol Education. Class teachers plan health and safety based lessons that aim to cover a broad range of topics such as first aid, beach safety, dialling 999, healthy eating, sun safety and well-being.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.
- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- Visitors (such as the RNLI and other emergency services) and visits (Junior Life Skills) complement our PSHE curriculum to offer additional learning.

- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community through a host of school committees including STEAM, school council and eco, arts, worship and sports committees. Children from every class are part of these committees and the members change on an annual basis. These committees meet fortnightly to discuss and report back and are led by members of staff and older pupils.
- Children from every class are part. We challenge all of our pupils to look for opportunities to show the school Christian values of love, trust, valuing creation, friendship, peace and thankfulness.
- The school farm (donkey, pigs, chickens and guinea pigs) are used to encourage children to care for animals and the world around them. They are actively involved, alongside the wider community, in general animal welfare as well as growing and cultivating activities in the poly-tunnels and raised beds.

Impact

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationships with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem
- Be caring global citizens of the future.