

Tillington Manor Primary School

Subject Practice Statement

Subject: PSHE

Focus	Subject Practice (How the curriculum intent will be achieved)																		
Intent																			
What are the key concepts/skills children will learn in PSHE?	<p>Children will develop their knowledge, understanding and skills in relation to:</p> <ul style="list-style-type: none"> ➤ Relationships (including SRE) - developing and maintaining healthy relationships, recognising and managing emotions, recognising and responding to risky/negative relationships, equality and diversity in relationships. ➤ Health and Well-being - healthy lifestyles and making informed choices, maintaining physical, mental and emotional health and well-being, keeping physically and emotionally safe and ways of managing change, transition and loss. ➤ Living in the wider world - respect for self and others, rights and responsibilities, learning about different groups and communities and respecting diversity, the importance of respecting and protecting the environment, money and its important role and basic enterprise skills. 																		
How has learning been organised across the school to ensure continuity and progression?	<p>From September 2019 we have implemented the new and updated JIGSAW scheme of work. This builds upon whole school teaching of the previous JIGSAW scheme of work. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%;">Autumn 1:</td> <td style="width: 35%;">Being Me in My World</td> <td style="width: 50%;">Includes understanding my place in the class, school and global community as well as devising Learning Charters)</td> </tr> <tr> <td>Autumn 2:</td> <td>Celebrating Difference</td> <td>Includes anti-bullying (cyber and homophobic bullying included) and diversity work</td> </tr> <tr> <td>Spring 1:</td> <td>Dreams and Goals</td> <td>Includes goal-setting, aspirations, working together to design and organise fund-raising events</td> </tr> <tr> <td>Spring 2:</td> <td>Healthy Me</td> <td>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices</td> </tr> <tr> <td>Summer 1:</td> <td>Relationships</td> <td>Includes understanding friendship, family and other relationships, conflict resolution and communication skills</td> </tr> <tr> <td>Summer 2:</td> <td>Changing Me</td> <td>Includes Sex and Relationship Education in the context of looking at change</td> </tr> </tbody> </table> <p>At Tillington Manor Primary School we believe that PSHE plays a vital part of primary education and needs to be taught at least weekly. This enables staff to ensure full coverage of PSHE is taught in their year group. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class which needs addressing.</p>	Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)	Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work	Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events	Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices	Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills	Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)																	
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work																	
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events																	
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices																	
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills																	
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change																	
<p>Key skills development:</p> <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Mathematics ○ Thinking/Problem-solving skills ○ 	<p>Jigsaw provides opportunities for children to develop skills in key areas of the curriculum. Each puzzle piece allows children to think critically and creatively about the topic being covered. The different let me learn tasks cover a wide variety of key skills including; speaking and listening, emotional Literacy, reading challenges, writing in a variety of different contexts, mathematical challenges etc.</p>																		

<p>How will learning in PSHE prepare children for life in the 21st century?</p> <ul style="list-style-type: none"> ○ Diversity understanding ○ SMSC 	<p>At Tillington Manor Primary School we prepare children for life in modern Britain by teaching pupils about British Values through PSHE sessions and other curriculum areas.</p> <p>Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. This means that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.</p>
<p>In what ways will resilience and independence in learning be fostered?</p>	<p>Every school is unique, just as every child is unique. Children at Tillington Manor Primary School are valued as individuals and have the opportunity to thrive. We nurture self-belief and resilience so children feel they can achieve anything with determination, perseverance and hard work. At Tillington Manor Primary School, we endeavour to make learning meaningful for all children. We are committed to providing a relevant, broad and balanced curriculum so that children develop interpersonal skills, build resilience and become creative and independent thinkers. We have a strong belief in the traditional values of courtesy, kindness, hard work and good behaviour. We want our children to leave our school with the knowledge, transferable skills, resilience and confidence they need to be successful in the next stage of their lives. We believe that PSHE underpins all of the learning within school and allows children to build up these necessary, vital skills.</p>

Subject: PSHE

Focus	Subject Practice (How the curriculum intent will be achieved)
Implementation	
<ul style="list-style-type: none"> • What are the key learning/teaching strategies staff should employ in PSHE to promote high standards? <ul style="list-style-type: none"> ○ Strategies specific to subject ○ Strategies to encourage mastery through: <ul style="list-style-type: none"> ▪ The encouragement of oracy and vocabulary development ▪ Reading/comprehension skill development ▪ Writing and GPS ▪ Mathematics ▪ Thinking/Problem-solving ▪ Enquiry 	<p>Jigsaw follows a set routine through every session; connect us, calm me, open my mind, tell me or show me, let me learn, help me reflect. Each section promotes different learning and teaching styles to allow staff to promote high standards. We use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. The Jigsaw scheme allows staff to deliver sessions that provide cross-curricular opportunities through a variety of different activities i.e. reading, writing, drawing, partner work, problem solving etc.</p>
<p>What additional experiences should children have in PSHE to enrich their learning?</p>	<p>Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:</p> <ul style="list-style-type: none"> ➢ Assemblies of Celebration and acts of Collective Worship ➢ Circle time ➢ Sports clubs and participating in sporting competitions ➢ Drama and music activities and productions ➢ Residential visits and day trips ➢ Clubs - choir, art & craft, board games etc ➢ Social and fund raising events ➢ Theme days/events, for arts week, children in need etc ➢ Charity events i.e. School in a bag

	➤ Leadership opportunities, for example Playground Leaders, representatives on our School Council etc
How will new learning be linked to children's previous learning and experiences? <ul style="list-style-type: none"> ○ Start of topic ○ Start of lesson 	At the beginning of each puzzle the My Learning Jigsaw Record will be shared with children so it is clear to them what they are aiming to achieve during these sessions. At the end of each puzzle there is a built in assessment task which provides an opportunity for formal teacher assessment as well as self and peer assessment for the children.
Strategies to promote long-term memory	Learning in any one lesson is never in isolation. Opportunities for children to use/apply what they already know through problem solving/reasoning helps to establish long-term memory and an expectation that they will need to recall. Children will also be encouraged to draw upon what they already know from previous puzzle pieces covered content and will use this knowledge throughout current the puzzle piece being taught. Memory is also aided through activities which pull together content from the whole puzzle before moving onto the next puzzle piece.
How will staff ensure that they present a consistent challenge in PSHE?	Following the Jigsaw scheme of work allows staff to ensure they are challenging the children in their year group with appropriate differentiation. In addition to this the PSHE curriculum map provides extra challenge for each year group.
Strategies to promote involvement of children in our target groups: <ul style="list-style-type: none"> ○ Boys ○ PP ○ SEND 	Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Subject: PSHE

Focus	Subject Practice (How the curriculum intent will be achieved)
Impact	
How will we know children have achieved high quality outcomes and that learning is embedded?	Each Jigsaw puzzle piece has a built in assessment task for staff to use to ensure children are making progress throughout their Jigsaw learning experience. The task gives an opportunity for both teachers and children to assess their own learning at the end of each puzzle piece. It is good practise for staff to return to previous puzzle pieces that have been taught to ensure learning is embedded as well as relating everyday PSHE needs to the children's Jigsaw learning experience.
How will learning prepare children for different challenges and situations they will face, including tests?	Children will: <ul style="list-style-type: none"> ➤ Be resilient and not put off when facing new challenges/content ➤ Tackle un-prepared learning situations, demonstrating standards expected in core subjects as well as in subject specific topics ➤ Work with independence in a range of situations
How will we know that children are developing in their understanding of SMSC/diversity etc.?	Children will demonstrate: <ul style="list-style-type: none"> ➤ Respect and tolerance when facing a range of new ideas and content ➤ Share with others ➤ Respect for the achievement of others ➤ Knowledge of discrimination and why it is wrong and how it can manifest in different forms.

Subject: PSHE

Focus	Subject Practice (How the curriculum intent will be achieved)
Evaluation	
How will we monitor standards?	Standards will be monitored by subject leads/SMT through: <ul style="list-style-type: none">➤ Learning discussions with children➤ Scrutiny of Class/Year group PSHE (JIGSAW) books➤ Scrutiny of subject records➤ Observing practice within the classroom and wider school opportunities
What will we do with information from monitoring?	It will be important to know that our policy is working effectively, and the extent to which it is having a positive impact on the personal and social development of pupils. Judgements will be made on the extent to which pupils are: <ul style="list-style-type: none">➤ Developing confidence and responsibility and making the most of their abilities.➤ Learning to play an active role as citizens.➤ Developing a healthy, safer lifestyle.➤ Developing good relationships and respecting the differences between people. <p>If effectively implemented, this statement will help ensure that:</p> <ul style="list-style-type: none">➤ Our practice reflects our commitment towards meeting our aims.➤ Pupils and staff further our aims by contributing towards a happy and caring environment, and by showing respect for, and appreciation of, one another as individuals.➤ The culture and ethos of the school contribute positively to pupils' personal and emotional development.➤ The curriculum promotes the acquisition of knowledge, and the development of skills and understanding to enable children to make choices and decisions; to develop their own values and attitudes; and to challenge discrimination in any form.