



PSHE (including RSE)



PSHE at St Paul's helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities, helping them to flourish in their journey to the fullness of life.

Our Vision for PSHE

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

The study of PSHE at St Paul's is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At St Paul's, we aim for a high quality PSHE curriculum which develops skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). These all link to our whole school 'Life Skills'.

Our curriculum has been adapted to ensure opportunities for all learners are equal, irrespective of SEN, gender, ethnicity, background or beliefs. We aim to do this by placing a greater focus on practical role-play scenarios where children have the opportunity to develop their language acquisition skills. This helps us to place a greater focus on real-life experiences and understanding of different social scenarios. This ensures all learners have an equal chance to succeed, regardless of language gaps and written barriers to learning.

Rationale – Why we do what we do?

Over the past few years, St Paul's have found like nationally, that there has been a difference in the language skills of children as they enter in Reception. We have also noted a marked difference in the children's levels of independence, resilience, ambition (skills for life), this along with a need to promote a more deep rooted love of reading, has prompted us to shape our curriculum with greater emphasis in these areas.

After careful consultation with staff, governors, children, the DSL, ICT Lead and PE Lead (as part of the sub-committee called 'Healthy body; Healthy minds') and the Head teacher, we chose to adopt the Jigsaw PSHE scheme of work to ensure the needs of our children are met, specifically. In the delivery of Jigsaw sessions, we place an importance on not only mindfulness aspects but adapting the scheme to meet the needs of St Paul's. In the curriculum design, we have added in specific focuses, which are inherent to our children, such as county lines and internet safety. Real-life experiences are crucial in developing our children's awareness and understanding of the real world so we are building in a plethora of opportunities to meet local people and engage in our local community through whole-school schemes such as the Volunteer Programme. The Jigsaw scheme also ensures breadth of coverage of crucial areas such as British Values, internet safety, mental health and anti-bullying themes.

How do we enable children to learn more and retain more?

Timings and timetable:

At St Paul's, we use the Jigsaw PSHE scheme of work which has been amended to meet the specific needs of our children. In Reception, PSHE is taught as parts of the 'Personal, social and emotional development' and the 'Understanding the World' aspects of the curriculum. Our curriculum is delivered through whole class, small group and 1:1 learning with a mixture of adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, PSHE is taught explicitly through weekly one hour sessions. This is a deliberate decision in response to the teachers' views as well as the high priority we place on deepening knowledge. In order for children to be excited and inspired, it is important to us that they are fully immersed in the learning and can make links to other knowledge acquired— within PSHE and across the curriculum, rather than seeing learning in isolation. Within each year group, the timetabling of PSHE is flexible, depending on the topic-learning journey. However, the timings average to approximately 1 hour per week. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression. Where necessary, additional sessions are used to respond to the specific needs of each cohort and across the school when situations or focuses arise.

PSHE – An Overview:

Personal, Social, Health and Economic Education (PSHE) enables our children to become healthy, independent and responsible members of a 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 strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils 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 through our Volunteer Programme and Life Skills. At St Paul's, we embrace in which PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health and Economic Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE, pupils will have the knowledge, understanding, skills, attitudes they need to lead confident, healthy, independent lives, and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. Examples of this can be seen in our whole school Democracy Week where children vote for School Councillors, Eco-Councillors and Worship Councillors. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave St Paul's ready for the transition into secondary school and adult life. Our framework for PSHE embeds the three strands — health and wellbeing, relationships and living in the wider world, as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.

Assessing Outcomes in PSHE

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment we use are progress pauses. These 4-6 weekly assessments recap children's understanding of key vocabulary linked to the specific topic areas of Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These assessments help the teacher to focus on specific areas of weakness in each topic. Jigsaw's spiral curriculum enables any specific areas to be recovered and developed in following years. Key vocabulary is threaded through each session to enable children to acquire new knowledge and understanding of key words. Assessing outcomes in PSHE is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

At St Paul's we also use our Life Skills which aims to develop the whole child and equip them with necessary skills and attributes for life in the adult world. This takes the form of 10 key skills – Independence, Question and Wonder, Communication, Business, Healthy Life Healthy Mind, Resilience, Teamwork and Collaboration, Creativity and Inventiveness, Global Awareness and Reflective Learning. We regularly assess each child against these and use this data to feed into our whole school focusses. This information enables us to assess the whole child and their personal development, not just their knowledge and understanding of PSHE learning in lessons.

The PSHE subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the PSHE 'National Curriculum– Knowledge, Skills and Vocabulary' document. From this monitoring, key actions are given to the teacher and are re-visited frequently.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop the children's skills for life. Verbal feedback showed that although many children at our school may be able to use the internet proficiently, they do not always recognise the dangers in using a wide range of social media platforms and the impact this can have on their mental health and well-being. Therefore, our enrichment opportunities for PSHE provide a clear purpose with plenty of opportunities for extension, challenge and real-life experiences. They are relevant, age appropriate and inclusive to all.

Year Groups	Enrichment Opportunity	Term of Enrichment
Rec	Opportunity: Purpose:	
1	Opportunity: Small Breeds Farm trip Purpose: Independence, teamwork, global awareness and physical and mental health life skills	Autumn Term
2	Opportunity: Enrichment Week - Wise-up Teambuilding Challenge Purpose: To develop teamwork, resilience and independence life skills	Spring Term
3	Opportunity: Enrichment Week – Green Spider Purpose: To develop independence, teamwork, resilience and physical and mental health life skills	Spring Term
4	Opportunity: Enrichment Week - Wise-up Teambuilding Challenge Purpose: To develop teamwork, resilience and independence life skills	Spring Term
5	Opportunity: Pioneer Centre Visit Purpose: To develop independence, teamwork, resilience and physical and mental health life skills	Spring Term
6	Opportunity: Mini-Money Makers Purpose: To develop children's teamwork, independence and business acumen life skills	Autumn Term

