



Intent

Our intention is that, when children leave Hemingbrough Primary School, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

What do we want for our pupils?

- Develop a confidence in sharing their own thoughts and opinions with others.
- Develop skills and attributes to keep themselves healthy and safe.
- Develop an attitude of a responsible global citizen.
- To show tolerance of others beliefs, religions and life choices.
- To build positive, respectful relationships with other people.

Implementation

How do we deliver PSHE at Hemingbrough Primary School?

At Hemingbrough School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Hemingbrough School we allocate a session to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Also:

Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.

Impact

- Less children with low self-esteem and better equipped to be resilient within a modern society.
- The children at Hemingbrough School will be more aware of social media; how to be safe, utilise this productively and make good choices.
- Children will have had opportunities to fail, as well as discuss why failure is important, so that they are more resilient to failure and view this as a positive.
- Children will collaborate critically, creatively and with a caring approach throughout their time in school.
- Children are able to reflect on their behaviour and evaluate what good behaviour and a good learner should look like. This will allow children to learn from bad choices.

Schemes:

Staff follow the Jigsaw scheme. They can supplement with other resources, as they see fit. These include: CEOP, NSPCC, Think u know and childnet.

Assessment:

Teachers assess children's work in PSHCE by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons (in the moment). Children self-assess every lesson.

At the end of each Key Stage, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. They record this on Otrack using entering, developing or secure. We use this as the basis for assessing the progress of the child and for completing reports to parents.

Equal opportunities

At Hemingbrough School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Provision for Inclusion: SEND/additional needs/Pupil premium

All pupils will have equal opportunities to reach their full potential across the PHSCE curriculum and are given the opportunity to access the curriculum at their year group age.

Teachers will:

- set suitable learning challenges with scaffolds if needed.
- respond to individual pupil's learning needs in accordance with their education plans.
- overcome barriers to learning for individuals and groups by modelling, scaffolding and offering paired and group work in mixed ability.
- offer support or differentiate homework.
- differentiate class work by supporting not constricting the curriculum.

Health and Safety/Safeguarding

When learning about first aid:

- children must be taught how to safely administer first aid.
- children will not practise resuscitation on real people.
- children will not learn the Heimlich on a real person.

If at any point staff are concerned about a child they must report it immediately to the CPO (Mrs Chappel) and fill in the correct paperwork.

It is the teacher and class TA's responsibility to report any signs of abuse (mental/physical) to the CPO. They may also be asked to keep records that must be signed, dated and timed.

SMSC /British Values /Cultural Capital

The Jigsaw scheme we use contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

Teaching will provide opportunities for pupils' SMSC development through examples such as:

- exploring differences in people and their beliefs.
- Discussing/ debating right and wrong by learning about laws.
- Use a range of social skills; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.
- Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
- children will be able to recognise right from wrong, understand consequences, investigate moral and ethical issues and offer reasoned views.
- Enjoy learning about oneself, others and the surrounding world; use imagination and creativity and to reflect.

Subject Leader

Kimberley Whitmarsh

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