



Personal, Social, Health Education

Intent

At Burford School we have created a unique wellbeing programme which supports the general health and happiness of all individuals within our school community. The Burford Body is an integral logo for this programme and all other areas of the curriculum and school life work with this logo as our focal intention.

One strand of this tailored programme is the high quality PSHE (Personal, Social, Health Education) teaching we deliver in which we strive to provide a safe and open environment in which to discuss and learn about the increasingly complex world our children are growing up in. Providing PSHE gives children opportunities to ask questions and explore issues that are real and relevant to them in a safe and managed environment. Our PSHE curriculum is fully compliant with the statutory framework of Health and Relationships Education 2020 outlined by the DfE (see separate Relationships and Sex Education policy). Through our structured PSHE programme, delivered through the scheme of Jigsaw PSHE, your child will be supported in developing the qualities and attributes needed to thrive as individuals, family members and members of society. As part of this, we intend to provide an age appropriate curriculum which has been tailored, planned and delivered to suit the needs and age of our children to support them both now and in the future. Our PSHE provision is underpinned by the 2010 Equalities Duty and provides an inclusive curriculum that promotes understanding and mutual respect for all.

Further reading:

Relationships and Sex Education Policy

Implementation

Our PSHE curriculum is carefully planned and implemented through the use of the Jigsaw PSHE scheme of work. This spiral curriculum ensures that learning covered and developed in the previous year is built upon each year the children progress through school in line with their continuing personal and social development. The whole school follow the same theme each half-term (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me) in lessons and weekly assemblies which supports this whole school approach which we believe to be fundamental in delivering a successful wellbeing programme.

The lessons themselves are very structured; following a similar pattern each time. This ensures that the children are fully aware of the stages of their PSHE lessons and feel confident and comfortable in this routine. Should you walk in to a lesson, you will observe any of the following stages which are adopted through most PSHE lessons:

Jigsaw Charter: This is an agreement made between all that are involved in this PSHE lesson. It addresses things such as listening and respect which really compliment the school values we instil within our children.

Calm Me: You will hear quietness and stillness as the children focus their minds in preparation for the learning they are about to do. The sound of a chime brings the children back in to the classroom ready to fully engage in the learning intentions for that session.

Connect Us: This part often creates a real 'buzz' in the classroom as the children develop their Burford Body hearts through connecting with their peers. It usually takes the form of a team building exercise or game. This unites and brings the class group together before embarking on discussions which sometimes can feature quite sensitive and challenging topics.

Open My Mind: Children are often posed with a question or scenario to begin exploring the learning intentions for that lesson. A Jigsaw mascot may be used as a vehicle to present this section of the lesson. It encourages children to discuss together, share their views and pose questions which may steer the direction of the lesson.

Tell Me or Show Me: This is an important part where the teacher will do some direct teaching on the skill or issue being covered in that particular lesson. Exciting resources such as videos or stories may be shared to bring the concept to life. Group, collaborative exercises may follow so the children can explore the ideas posed further.

Let Me Learn: Each lesson will always end with an opportunity for the children to display their understanding of the learning intention either through an independent or group exercise. Many of these activities will be recorded within our wellbeing journals to document the important learning that has taken place.

Many lessons will follow up with an opportunity for reflection where the children can refer back to the learning intentions outlined by the teacher at the beginning. This also acts as an opportunity to pose further questions or raise concerns, thoughts or feelings on the topic that has been covered.

Our PSHE provision extends beyond the timetabled sessions and also includes important themed days or weeks which are often enhanced by further class circle times and assemblies.

Impact

The impact of high-quality, effective PSHE provision will be very personal and individual to each child. We aim to work closely with parents and guardians to ensure any sensitive topics are communicated prior to the lesson taking place so that there can be follow up on this learning at home.

Through discussions and contributions in class, children will display their understanding and their ability to reflect, listen and respect others' differing opinions. Any recordings within wellbeing journals through 'Let Me Learn' activities or reflections will display a child's thoughts and feelings and ability to meet the learning

intention outlined for that lesson. The most important part in assessing the impact of PSHE is how the children transfer the skills taught in PSHE to other subjects, their experiences on the playground and outside of school. This is incredibly important to us as a school and ultimately why we teach the subject as we want to ensure our children are prepared and fully equipped with the necessary skills to be thriving individuals in society.

The impact of PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with our monitoring cycle.