PSHE at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and open to ideas.

School Development Plan

- Build independence and a growth mindset (risk-taking; metacognition; problem solving, group discussions)
- Opportunities for challenge and choice (mastery; learning conversations; feedback and intervention; action research)
- Widen horizon for the whole community (better knowledge of prior learning; parental engagement opportunities)

Whole School Approach

The Jigsaw scheme of work follows 6 units of work called 'Puzzles'. These 'Puzzles' have their own learning theme and are taught in all year groups across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding their own identity and how they fit within their school and global community. It looks at helping children understand their own self worth. The children also reflect on how their behaviours can effect others.
Autumn 2:	Celebrating Difference	Looks at celebrating why we are all different. Explore different types of bullying including cyber, homophobic, transphobic and racism
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

Our Teaching Principles (intent)

We aim, through engaging, focused, inclusive lessons, to **provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.**

We teach the statutory Relationships and Health Education content through the Jigsaw PSHE scheme of work, which ensures progression and is tailored to meet the needs of our children. Our lessons are based on our school community pupils' needs, helping children understand and value how they fit into and contribute to their communities and the world around them.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we aim to deliver engaging and relevant PSHE within a whole-school approach. The pupils' lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

We aim to support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Access the curriculum regardless of their educational needs ensuring a fully inclusive curriculum
- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Implementation

Every lesson has two Learning Intentions, one specific to Relationships and Health Education (in purple) and the other designed to develop emotional literacy and social skills (in green).

Each lesson is split into different sections, to allow for a variety of teaching and learning opportunities.

Connect us - A fun and inclusive activity to build and maximise social skills. It engenders positive relationships and enhances collaborative learning. It sets the right atmosphere at the beginning of the lesson.

Calm me –This activity relaxes children and helps to quieten their thoughts and emotions to a place of optimum learning capacity. It creates a peaceful atmosphere within the classroom. It also enhances reflection and spiritual development and underpins a mindful approach to the children's learning.

Open my mind—This activity helps the children to focus on the most important aspects of learning intended for each lesson and filter out activity around them that is not significant, which improves concentration and learning.

Tell me or show me - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

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Implementation cont.

Help me reflect –Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Closure - Each lesson needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children

Safeguarding

Children are taught about safeguarding throughout PSHE lessons **in an age-appropriate way.** The issues covered include:

- Abuse (physical, sexual, emotional, neglect, racism, homophobic, transphobic, peer-on-peer, domestic)
- Bullying, including online bullying and prejudice-based bullying
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content (e.g. sexting)
- Substance misuse
- Forced marriage
- Respecting a child's right to say no and make choices about their own body
- Forming healthy relationships within all areas of their life
- Who the trusted adults are in their lives and community

Contextual Safeguarding

- We know that in Sutton Domestic Violence is an area of concern, so we make sure that lessons and discussions about healthy relationships, right and wrong choices and who to ask for help are embedded throughout the curriculum.
- County lines— Lessons included supporting the children to feel a sense of belonging within their own family dynamic and school, establishing the right friendships, different ways to say no and who they can trust to ask for help.

Relationships and Sex Education

At RHJ, puberty is taught as a statutory requirement of Health Education and covered in the 'Changing Me' Puzzle taught in the Summer Term. Year 5 Science Curriculum objectives cover Human Reproduction. It is supported by the Relationships Education units of work which are taught alongside /in previous Puzzles. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Impact

Subject lead:

- In order to be confident in the impact of PSHE, the PSHE lead will to monitor the subject effectively using scrutiny and moderation of outcome alongside support from the senior leadership team.
- PSHE lead will also take time to carry out discussions with pupils to gain an understanding of how the children feel about their PSHE lessons and what impact the lessons have them.

Assessment:

- Children are asked to self-assess at the end of each lesson in their 'Jigsaw Journey'. This has statements in relation to the learning intentions for the lesson and children tick the appropriate box to demonstrate their confidence in their learning ('I don't get this at all', 'I'm getting there but need some help to understand', 'I get this and can give some examples if you ask me'. Children are also asked to suggest ways that they can improve their own learning next time.
- For each Puzzle there are attainment descriptors to help guide teachers with their end of unit assessment. There are examples of statements to match the learning intentions set throughout the Puzzle for working towards/ working at/greater depth . Teachers are encouraged to use their professional judgment based on the children's learning across the whole unit.
- At the end of each Puzzle, teachers complete an assessment tracking grid, where they place children according the attainment descriptors and the teacher's judgement. This enables teachers to track children's progress throughout the year, for each Puzzle.

Whole-School:

- We discuss core learning behaviours during our lessons (such as courage, determination, politeness etc) and focus on 1 of these each week. Classmates or teachers then choose someone from the class who has shown this learning behaviour and the chosen child shares how they have developed this with the rest of

SMSC in PSHE

Spiritual: Calm Me sections of lessons build mindfulness. We discuss the importance of positive mental health, how to achieve this and why it is so important.

Moral: Lessons look at real life situations and the moral dilemmas they pose. We teach the children about choices and the consequences of making a right or wrong choice. We explore how their actions effect the outcome of a given situation.

Social: Each lesson has a high level of discussion, where children are encouraged to share opinions. Tasks such as 'diamond nines' are often used so lessons have an open discussion where there is no single right answer. We teach children how to say 'no' in an appropriate way. Lessons include problem solving elements, including within their friendships.

Cultural: We explore different family dynamics. We discuss accepting different cultural beliefs and explore ways to share and accept these, highlighting that these beliefs are never a reason to treat someone differently, with less respect or as a reason for anti social behaviour towards them.