



PSHE: Intent, Implementation and Impact

Intent

What skills and knowledge do we intend our children to gain?

At Westfield Primary School and Nursery, we believe personal, social, health and economic (PSHE) education makes a crucial contribution to our duty to teach a curriculum that is broadly based, balanced and meets the needs our pupils (pursuant to The Education Act 2002). The purpose of this policy is to outline our practice in relation to PSHE at Westfield, including (but not limited to) how we meet the compulsory aspects of Relationships and Health education in accordance with the DfE guidance 2020 statutory requirements.

The aims of PSHE at our school are to provide a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Westfield School, we teach PHSE as a whole-school approach to underpin our children’s development, including supporting them to develop helpful learning habits. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community. Our children’s personal, social and emotional development is at the heart of everything we do. Our values are embedded into everyday life and are used to support our children, who we hope will grow into respectful, understanding, resilient, happy members of our society. Not only do our values encompass British values, they are also at the heart of our behaviour policy, which focuses on our children’s choices, rights and responsibilities, taking responsibility for their behaviour and making positive choices as active members of our school community.

Implementation

How has the curriculum been developed, how is it taught and how is it assessed in order to support our children to build their knowledge and apply that knowledge as skills?

We use a comprehensive, carefully thought-through scheme of work called The Jigsaw Programme (Jigsaw), which brings consistency and progression to our children’s learning in this vital curriculum area. Jigsaw also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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). 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.



PSHE: Intent, Implementation and Impact

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 Westfield School, we allocate approximately 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers and/or HLTAs (under the direction of the class teacher) deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways. Decisions about what we do to reinforce and enhance the lessons and are informed, in part, by our children, who we invite to provide feedback about how they feel in school. Our staff build positive relationships with our children, and their parents, believing this enables us to identify (and work with) children who may require additional support with their PSHE development.

The following are some of the ways in which PSHE is delivered in our school:

- School values (Responsibility; Friendship; Respect; Honesty; Co-operation; Peace; Courage; Understanding; Forgiveness; Appreciation; Determination; Perseverance; Resilience; Caring; Love; Freedom; Hope; Happiness; Thoughtfulness; Trust; Tolerance)
- Celebration assembly
- regular opportunities for PSHE discussions and activities
- Thought of the Day
- Daily mile
- Skip to be fit
- Meditation
- Visiting speakers including health workers, The NSPCC, police and local clergy
- Cool to be kind week
- Feel Good week
- Embedded use of growth mindset across the school
- Mindfulness curriculum (paws.b)
- Use of the sensory garden and inspirational shed
- School dog walks



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- **5 ways of well being** (**Connect** - connecting with others; **Give**- giving- looking outward as well as inward; **Be active** - doing something active; **Take notice** - taking notice of the world around you; **Keep learning** - learning new things)

Impact

What outcomes will or have our children achieved as a result of the curriculum they have received?

We firmly believe that our meaningful PSHE curriculum, alongside our school values and ethos, is the key to children becoming confident, tolerant and well-rounded adults.

All children will:

- approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- build up tolerance and a sense of responsibility of being a global citizen.
- understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
- demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- demonstrate a healthy outlook towards school - attendance will be in-line with national and behaviour will be good.
- become healthy and responsible members of society
- have a ready willingness and ability to try new things, push themselves and persevere
- have a strong self-awareness, interlinked with compassion of others

We will measure this through:

- Written outcomes in books
- Oral explanations, questions and discussions in class.
- Pupils' discussion about their learning.
- Learning walks
- Jigsaw journals