

Intent, Implementation and Impact of PSHE at Hatch Ride

At Hatch Ride, we believe that PSHE is crucial in supporting our pupils' personal and social development in our diverse and ever-changing world. Developing emotional literacy, building resilience and nurturing physical and mental health are key priorities of Hatch Ride. We want our children to be happy, aspirational, thoughtful, collaborative, honest, respectful, independent, determined and enquiring (our core values). We want to provide opportunities to develop all of these attributes – both within PSHE lessons and within the ethos of our school - so that they can become healthy individuals who thrive whilst at our school and as they go out into the wider world.

INTENT

- 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.
- To give pupils the chance 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.
- To help pupils 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.
- To support the development of skills attitudes, values and behaviour which enable pupils to have a sense of purpose, value them 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

Curriculum

- Years 1-6 follow the Jigsaw scheme of work. Jigsaw is a whole school approach, with all year groups working on the same theme (Puzzle) at the same time
- Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation
- There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons)
- Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful

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approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

- Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.
- SMSC and British Values are mapped throughout Jigsaw
- Class teachers or staff covering PPA time teach PSHE sessions within their own class, including aspects of RSE.
- Teachers may decide to choose core elements of the Pieces (lessons) to teach in discrete sessions and provide time for other elements (e.g Calming Time) at other opportunities
- Foundation Stage staff use aspects of the Jigsaw PSHE planning but will mainly develop the children's PSHE within the topics they teach, following the PSE Early Learning Goals
- National and global events such as Save the Children Christmas Jumper Day, Children in Need Day, Red Nose Day, Internet Safety Day will be recognised and celebrated in a way which contributes to the children's PSHE development
- Children will take part in 'Healthy Minds Week' each year where they will be provided with opportunities to develop good mental health and practical strategies that they can use going forward

Assessment and Monitoring

- Teachers will monitor children's PSHE development within lessons and within their class in general and use these observations to identify children who may need further support and to make decisions as to whether adjustments are needed to future planning
- Any safeguarding concerns regarding children's health will be recorded on CPOMS and/or discussed with the DSL
- Other concerns regarding children's personal and social development will be discussed with the SENCO
- Teachers may use the self-assessment tools provided by Jigsaw with the children – either as a written record or a verbal self-assessment at the end of a Piece (Lesson) or Puzzle (unit)
- Monitoring will be carried out through lesson observations, planning scrutiny, pupil voice, work scrutiny and discussion with teaching staff

Differentiation, Support and Challenge

- Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy.
- Teachers will tailor each Piece (lesson) to meet the needs of all the children in their classes.
- Teachers may choose to allow children to draw, verbalise or scribe for them if needed
- Teachers may extend children's thinking by questioning

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IMPACT

What will this look like at Hatch Ride?

- Children can talk about their own feelings and emotions and recognise them in others
- Children can talk about themselves in positive ways
- Children know ways to keep themselves healthy – both physically and mentally
- Children work well with others – listening, taking turns and respecting the views of others
- Children know how to form healthy relationships
- Children feel part of the school, local, national and global community and know some ways that they can contribute to these
- Children enjoy Jigsaw time
- Children are actively involved in their learning. They feel confident to take on challenge and have the resilience to cope if they do not succeed straight away