

PSCHE POLICY

Introduction

PSCHE Curriculum Intent, Implementation and Impact Overview

At Scawsby Junior Academy, we provide our pupils with a diverse, inspiring and challenging PSHE curriculum that is accessible to all enabling children to develop confidence, resilience and a sense of achievement to maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. School has identified key intentions that drive our PSCHE curriculum and this is delivered through the JIGSAW scheme of learning.



At Scawsby Junior Academy, our PSCHE curriculum intentions are:

Intent	Research Link	Implementation	Impact
<p>Intention 1: Our intention is that when children leave Scawsby Junior Academy, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if</p>	<p>PSCHE Association evaluated research 'A case for PSCHE' indicates that PSCHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. PSCHE Association evaluated research 'PSCHE,</p>	<ul style="list-style-type: none"> • PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively covers the statutory Health 	<p>By the time our children leave our school they will: Be able to demonstrate a healthy outlook towards school Attendance will be at least in-line with national and behaviour will be good</p>

<p>they put their mind to it. In an ever–changing world, it is important that they are aware of different factors, which will affect their world, and that they learn how to deal with these so that they have good mental health and well-being.</p> <p>Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills, which will enable children to access the wider curriculum and prepare them to be global citizens now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.</p> <p>Intention 2: To build a PSHE curriculum that incorporates the understanding of RSE so that children know more,</p>	<p>Academic Attainment and Employability’ indicates that growing evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on pupils’ academic achievement, employability and future life chances.</p> <p><i>PSCHE Association evaluated research ‘Effective Prevent education’</i> in partnership with Child Exploitation and Online</p>	<p>Education and Relationships Education guidance.</p> <p>Pupils are taught PSHE using ‘Jigsaw’ which is a spiral, progressive scheme of work, covering all of the above and ‘aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world’. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.</p> <p>At Scawsby Junior Academy, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this, we teach about different kinds of relationships, including same sex relationships and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the ‘Jigsaw’ scheme of learning.</p> <p>Parent Engagement and Right to Withdraw DfE Guidance p17 states “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as</p>	<p>Be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life Be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society Appreciate difference and diversity Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty Be able to understand and manage their emotions Be able to look after their mental health and well-being Be able to develop positive, healthy relationship with their peers both now and in the future. Understand the physical aspects involved in RSE at an age appropriate level Have respect for themselves and others.</p>
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<p>remember more and understand more. As a result, children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.</p> <p>To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.</p>	<p>Protection Centre (CEOP), outlines 11 key principles of effective practice in prevention education and the positive impact of these been addressed in school.</p>	<p>part of statutory Relationships and Sex Education”</p> <p>At Scawsby Junior Academy, puberty is taught as a statutory requirement of Health Education as part of our ‘Changing Me’ puzzle in the Jigsaw Scheme of Learning.</p> <p>Parents have the right to request their child be withdrawn from the PSHE lessons that explicitly teach Sex education i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 3 (Conception, birth). Parents have the right to withdraw their children from aspects of sex education that are not included in the Science curriculum. Should a parent wish to withdraw a child from all or part of the Sex Education programme, they should meet with the Head teacher to discuss this and put their decision in writing, making it clear which aspects of the curriculum they do not wish their child to participate in. Relationships Education, Science and Religious Education is a statutory part of the school’s curriculum therefore, parents may not withdraw from these lessons.</p> <p>PSHE is taught through Jigsaw’s six half termly themes with each year group studying the same unit at the same time (at their own level):</p> <p>Autumn 1: Being Me in My World Autumn 2: Differences (including anti-bullying)</p>	<p>Have a positive body image and self esteem</p> <p>The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.</p>
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Pedagogy

<p>In PSICHE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PSICHE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PSICHE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:</p>				
<p>Teaching Sequence in PSICHE</p>	<p>Step 1 - setting the PSICHE learning that is about to take place within the chronology of pupils PSICHE learning to date. Starting with what the children know, understand, are able to do and able to say.</p>	<p>Possible pedagogical approaches used in PSICHE</p>	<p>Behaviourism</p>	<p>Direct teacher instruction; modelling of skills and techniques; demonstration</p>
	<p>Step 2 - Review most recent learning in PSICHE</p>		<p>Constructivism</p>	<p>Direct teacher instruction; modelling of skills and techniques; demonstration</p>
	<p>Step 3 - Specify key vocabulary to be used and its meaning.</p>		<p>Social Constructivism</p>	<p>Teacher modelling; questioning; mix of individual, paired and group instruction</p>
	<p>Step 4 - Provide relevant and realistic information, which reinforces positive social norms.</p>		<p>Liberationism</p>	<p>Pupil-led learning; opportunities</p>
	<p>Step 5 - Provide opportunities for the children to work interactively with the teacher acting as the facilitator. (Kagan)</p>		<p>Learning, working and talking about PSICHE with confidence</p>	<p>Being introduced to the key vocabulary relating to the PSICHE so that all children can express their views, opinions, likes, dislikes and emotions confidently</p>
	<p>Step 6 - Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.</p>			
	<p>Step 7 - Individual reflection on the learning that has taken place</p>			

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy
March 2023	Updated			