



*Dedicated to delivering inspiration learning experiences.*

## *Subject Philosophy: PSHECC*

### Intent

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. We create a happy vibrant environment where diversity and individuality are celebrated. We nurture and inspire our children to develop confidence and resilience in an environment where efforts are valued and all children flourish. We offer learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

SMSC (social, moral, spiritual and cultural dimensions) is about developing the whole child. It is delivered through the school climate and ethos, PSHE, Citizenship, RE, Healthy schools and is embedded across the curriculum.

British Values and Anti Bullying are embedded throughout our school ethos and curriculum.

Careers: school encourages students to make good choices and understand what they need to do to succeed in the careers to which they aspire. School provides opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about contextual careers information.

The Assistant Head Teacher in charge of Careers has published a policy statement setting out the arrangements the school has in place for students to access education and training providers. The policy statement is followed so that all students in Years 8 to 13 receive information about the full range of education and training options in line with their needs.

**Jigsaw** scheme supports teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools and settings; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

### Programme of Study

## Pathways: The Ventures and The Investigators

Jigsaw covers all areas of PSHE/CC (3 topics per academic year) and RSE (3 topics per academic year).

The table below gives the learning theme of each of the three PSHE/C Puzzles (units) and these are taught across the KS3 and 4 ; the learning deepens and broadens every year.

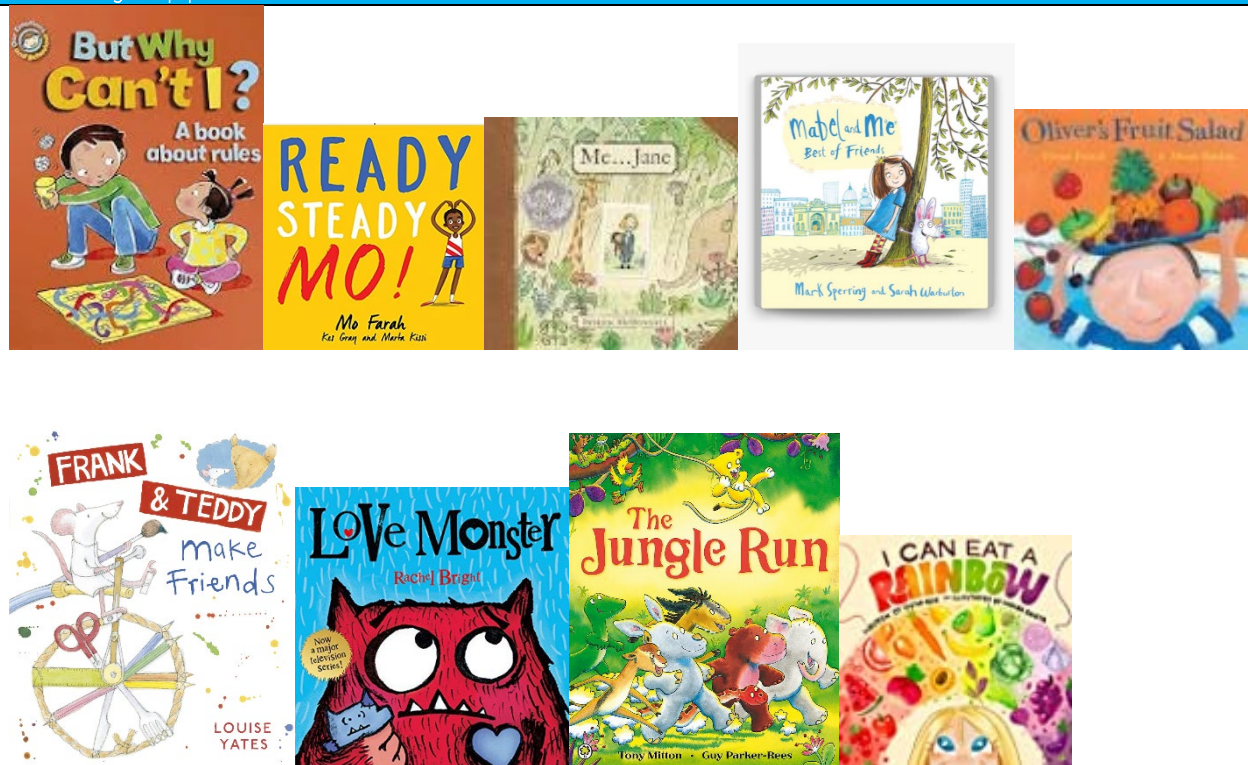
Term	Puzzle (Unit)	Content
Autumn:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Spring:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer:	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

In KS3 &4 we allocate one PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies (online, class based, and potentially face to face), praise and reward system, through relationships child to child, adult to child and adult to adult across the school.

Class teachers deliver the weekly lessons to their own classes.

## Literacy Opportunities



## Numeracy Opportunities

- developing basic counting skills
- reading and recognising a variety of numbers
- reading and writing dates
- practising telling the time
- solving simple problems including addition and subtraction
- recognising, naming and matching shapes
- recording findings using tally chart
- comparing sizes and numbers

## Personal Development

- To 'live' what is learnt and apply it to everyday situations in the school community.
- To ensure that pupils have an opportunity to explore ideas, feelings, emotions and changes within and around them and to adapt to them.
- SMSC is embedded across the curriculum and enriched through assemblies and celebration days.
- To ensure each child has the opportunity to realise their potential and make the most of their strengths.
- To develop the capacity for empathy with others, concern and compassion.
- To ensure tolerance of others and respect for ideas and opinions
- To show respect for people, living things, property and the environment.
- To develop an understanding of cultural change and difference. To recognise and appreciate the richness and variety of values and beliefs within other cultures.
- To develop respect for diversity of belief and lifestyle.
- To develop a 'language' which allows each pupil to express themselves and communicate tolerance and respect for themselves and others.
- To develop an ability to distinguish between right and wrong, consequences and how to rectify wrong actions of theirs and others.
- To develop social skills and understanding through participation in group projects, activities and special themed celebration days and through shared experiences.
- To develop a better understanding of the world in which we live; locally and globally.
- To develop the ability to record and analyse information.
- To develop personal learning and thinking skills and approaches to problem solving.
- To develop an understanding of the need to review and re-assess the values, codes and principals in the light of experience.
- To develop an appreciation for rights and responsibilities of individuals within the social setting including when on school visits into the community.
- To develop healthy lifestyles and wellbeing approach amongst students and staff.

## Student Outcomes

The Jigsaw scheme 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.

- Students have increased awareness of SMSC across the school.
- Students have knowledge of how to develop their self-esteem and self-awareness
- Students have the knowledge to make informed choices and decisions
- Students can make sense of their own personal and social experiences and understand and manage their own feelings

- Students demonstrate the capacity of empathy towards others, concern and compassion.
- Students respect themselves and other people and being tolerant and aware of different types of relationships
- Students have increased social skills and more positive relationships with others.
- Students have developed appropriate specialist vocabulary and record and investigate ideas, building upon independent enquiry.
- Students have developed and understood healthy lifestyles as well as understanding the importance of it.
- Students are proud of being recognised as 'Good Citizens' within the school and wider community.
- Students start to have an understanding how society works, and the rights and responsibilities involved
- Expectations for students are to come to lesson prepared to learn and participate by respecting others and trying your best.
- Students listen carefully, ask for help if necessary and learn from one another. Students use resources and equipment sensibly and appropriately.
- The individual achievements of all students are highlighted through displays, assemblies, in their books, ASDAN accredited coursework and celebration days.
- Teachers assess the student's work
- Teachers set clear expectation of what pupils will know, understand and able to do at the end of Key Stage
- Pupils vice is used through pupil questionnaire

**We will have achieved our goals when:**

- All students attempt to participate in PSHECC lessons and activities in and outside the classroom.
- All students to recognise and celebrate their individual skills and abilities.
- All students show more appreciation of the work of others.
- All students can talk about SMSC
- KS3 students will be encouraged to complete New Horizons and progress is monitored through Solar and MAPP.
- KS4 students participate in lessons and activities and progress is recorded on Solar and MAPP.
- KS5 students to complete diplomas and certificates and gain ASDAN qualifications, Solar and MAPP.

## Development Strategies

In order to achieve our goals, we will:

- Ensure the activities are engaging and interesting for our students- Jigsaw scheme for KS3&4, ASDAN for KS5
- Ensure have a good knowledge of pupils individual learning needs.
- To further promote British Values and Diversity.
- Ensure data and marking is coherent and pupil friendly
- Monitor resources and identify new and UpToDate resources to inspire teaching and learning.
- Create linked Celebration Days with other departments to celebrate cross curricular topics and themes.
- Promote SMSC across the curriculum to ensure that it is embedded in teaching and learning.
- Identify local places of interest to develop learners social, cultural & moral understanding.
- Link the PSHE/CC education programme to other whole school approaches