



## PSHE at Cam Woodfield Junior School

### Intent of the PSHE Policy:

To provide pupils at Cam Woodfield Junior School with the long term 'forever' knowledge, understanding, attitudes, values and skills they need to:

- Keep themselves safe
- Keep themselves healthy
- Form relationships
- Value themselves and others
- Communicate and work effectively with others
- Make and act on informed decisions
- Respond to challenge
- Be active citizens within the local community and beyond
- Explore issues related to living in a democratic society
- Preparation for life and work in modern Britain
- To respect common humanity, diversity and differences

Through PSHE, pupils will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Over time, they will become increasingly responsible for their own learning

### **Implementation of the PSHE Policy:**

At Cam Woodfield Junior School we use 'Jigsaw' which is a programme that brings together PSHE Education, statutory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time, as outlined below. The Puzzles (half-term units of work) are planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points. Each year group is taught one lesson per week, which are delivered in an age-and stage-appropriate way.

<b><u>Term</u></b>	<b><u>Puzzle Name</u></b>	<b><u>Content</u></b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

### **Impact (Assessment):**

At the beginning of each lesson/puzzle, children are required to retrieve previous knowledge so they build upon what they know already. This allows them to think deeply and to make links and connections to prior knowledge.

Both during and towards the end of each PSHE lesson, children are asked to reflect upon a key piece of knowledge, which is referred to as 'sticky knowledge'; firmly embedded knowledge that will stay in the long-term memory to be used in the future.

Throughout each year, children record their learning in a Jigsaw Journal. Each Puzzle has a built-in assessment task, usually in Piece 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

### **Working towards    Working at    Working beyond**

Impact will demonstrate that pupils leaving CWJS will have knowledge and skills that:

- Will keep them safe and healthy.
- Prepare them for life and work in modern Britain.
- Will help pupils to achieve their academic potential.
- Will equip them with skills they will need throughout their future lives.
- Will value and contribute to the world.
- Will demonstrate resilience and be emotionally aware.

