



PSHE and RSE at Ludlow Primary School



Our Core Values

Independence	Happiness	Honesty	Kindness
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When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

What PSHE and RSE looks like in our school

PSHE and RSE are taught through the Jigsaw programme using a spiral, progressive and fully planned scheme of work, giving our children the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

This whole school approach with a strong emphasis on emotional literacy, building resilience and nurturing mental health enables our school to deliver engaging and relevant PSHE across all Key Stages. Jigsaw lessons also include mindfulness allowing our pupils to develop their emotional awareness, concentration and focus.

This is our philosophy:

- Through the delivery of the Jigsaw programme our children will acquire knowledge, understanding and the skills they need to manage their lives now and in the future.
- To provide our children with experiences to develop the qualities and attributes that they need to thrive as individuals, family members and members of society and the global community.

This is the knowledge and understanding gained at each stage:

Through the teaching of PSHE we deliver a broad and balanced programme using the Jigsaw modules. Promoting the spiritual, moral, social, cultural, mental and physical development of pupils.

We prepare pupils at school for the opportunities, responsibilities and experiences of later life. British values are promoted through school life and the teaching of the PSHE modules. Relationship and Sex Education (RSE) will be taught sensitively through this programme and will be age-appropriate themes. Pupils will develop confidence, resilience, independence and strength of character through the participation in PSHE lessons.

By the end of EYFS pupils will:

- Have had an opportunity to have started to explore the puzzles relevant to the age and stage of development focussing on the key values to let children build their capacity for learning and equip them for life.
- Pupils are confident, resilient, independent and develop strength of character in line with their age and developmental stage.

By the end of Key Stage 1 pupils will:

- Have built on their knowledge of the six puzzle pieces including learning about themselves and their world, understanding difference, relationships, being healthy and their dreams and goals.
- This is delivered in an age appropriate and sensitive manner.

By the end of Key Stage 2 pupils will:

- Have completed the units of the Jigsaw programme and will have greater understanding of themselves, their feelings and emotions, the world around them, relationships and cultural difference.
- During the later years of key stage 2 pupils will also complete Relationship, Sex and Health education in line with the statutory 2020 guidance. The Jigsaw programme will also be used to deliver these topics which will cover relationships, health and the changing adolescent body (parents will have the right to remove their children from any lessons they feel inappropriate for their child).
- These topics and themes will be taught in a sensitive and age appropriate way.

This is how it works:

- Each Year group is taught six Puzzles (units of work) across the year.
- Each Year group is taught one lesson per week in an age and stage appropriate way.
- The children will develop and build on each puzzle in this order:
 - Being Me in My World
 - Celebrating Difference
 - Dreams and Goals
 - Healthy Me (statutory content for Health Education)
 - Relationships
 - Changing Me
- Every lesson includes mindfulness practice. Mindfulness helps every member of the class observe their own thoughts and feelings as they happen, in the present moment, applying no judgement. The Jigsaw chime and Jerrie cat allow for learning to be embedded as emotions and behaviour are self-regulated.

This is what adults do:

- Deliver exciting progressive Jigsaw puzzles which build on prior knowledge to enable a greater capacity for learning and equip each child for life.
- Create a learning environment that supports learning and that engages children's interest in the puzzle being studied e.g. Jerrie the cat, chime, soft toy puzzle piece.
- Whole school professional development.

This is how we support:

We will always give a child the opportunity to talk to a member of staff if they wish after a lesson has been delivered to ensure their wellbeing is being supported.

- Work can be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- These pupils will then receive additional support or resources to use.

This is how we challenge:

- Lessons will be differentiated.
- Additional activities to stretch the learning within the lesson.

This is how ensure all children can access the curriculum:

- Children who have SEN or EAL needs pre-taught when appropriate. Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama.

This is what you might typically see:

- Engaged respectful learners.
- Children asking questions and offering a range of answers.
- Children focusing on a puzzle piece and showing the ability to listen to other's ideas and opinions.

This is how we know how well our pupils are doing:

- Weekly lesson specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes.
- Jigsaw self-assessment/reflection sheets filled in.
- Assessment tracked at the end of each half term and entered onto our PSHE assessment tracking system.
- Book scrutiny, pupil interviews and planning audits.

This is the impact of the teaching:

- Children who have the ability to build on their capacity for learning by being:
 - Inquisitive learners.
 - Reflective learners.
 - Children who are equipped for life by being well- rounded human beings.

Through the delivery of the PSHE and RSE subject's pupils will:

- Understand how to eat in a healthy way and maintain a healthy and active lifestyle, enabling them to keep physically and mentally healthy.
- Have a developing understanding of age-appropriate healthy relationships.
- Have an understanding of British Values.
- Understand how to engage with the views, beliefs and opinions that differ from their own, developing understanding and appreciation for these differences.
- Understand how to be responsible, respectful and active citizens, who can contribute positively to society.
- Know how to debate ideas in considered and age-appropriate ways.

What is Cultural Capital?

It is important to understand that every child has a cultural capital – that is – knowledge, skills and behaviours that children can utilise in life beyond school, and that these accumulate over time through many different experiences and opportunities. Children need to be introduced to the best of what is thought and said, helping empower, raise aspirations and prepares them for an exciting future.

At Ludlow Primary school, children are empowered to build on their knowledge, skills and behaviours in all aspects of school life. In PSHE children are empowered by:

Knowledge

PSHE at Ludlow Primary School provides children with a rich curriculum building knowledge of ourselves and the world around us. Through our 6 units of work (Puzzle pieces) children gain, discuss and debate information, facts and experiences to develop understanding of real life situations and scenarios that they will encounter now and in life beyond school. Children are prepared and supported to tackle challenging issues and are exposed to relevant places that they can gain help and support if needed.

Each school year children revisit each unit (puzzle piece) building on their current understandings in order to develop and deepen their knowledge allowing them to feel empowered and inspired for their futures.

Skills

During PSHE lessons children are taught skills that can help them throughout their life. Every lesson starts with a 'calm me' sessions where children listen to a chime and are encouraged to think about their breathing and movements while sitting still in order to relax. This session helps children to focus and regain their thoughts and emotions in order to take in new knowledge.

Children are also taught fundamental listening and speaking skills. Through group discussions children become aware of how everyone is different and have different thoughts and opinions and it is important to listen and discuss before coming to conclusions. They are also taught the importance of respecting others confidentiality and privacy. This is discussed daily in our Jigsaw charter.

Behaviours

Children are taught how to act and conduct themselves in different situations. All of our units of work (puzzle pieces) teach about emotions. Through these teaching we encourage children to understand these emotions in themselves and how to use their knowledge and skills taught to react to them. We discuss how we can encounter many different scenarios that make us act and behaviour in certain ways and through the use of Jigsaw children know, understand and can implement skills to cope and manage.

SMSC links in PSHE at Ludlow Primary School

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Spiritual

In PSHE we explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about ourselves and others. We value the world around us and use our imagination and creativity to reflect.

Moral

We teach how to recognise right and wrong; respecting the law; understand the consequences of our actions; investigate moral and ethical issues and be able to offer reasoned views.

Social

Children are taught to use a range of social skills; participate in their local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Culture

We teach to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities with links to our RE curriculum; understand, accept, respect and celebrate diversity.

What are British Values?

According to Ofsted (2015), 'Fundamental British Values' are:

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.