

**Trewirgie Infants’ & Nursery School**

PSHE STRATEGY for 2022 – 2023

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| **INTENT** |
| **“We Care”:**   * All staff to have a clear vision of PSHE and how it is taught at Trewirgie Infants’ & Nursery School progressively across all year groups. * To understand that PSED (Personal, Social and Emotional Development) is a Prime Area of learning within EYFS. * To provide high-quality Personal, Social, Health and Economic Education to our children. * To bring fun and creativity into PSHE Education whilst ensuring a developmental and progressive curriculum. * To give children the skills, through relevant learning experiences, to help them navigate their world and to develop positive relationships with themselves and others. * A strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. * All staff following the school’s progression of skills for PSHE with clear assessment throughout. * Staff being clear on the progression of learning that comes before and after each lesson and how they all build and progress throughout the school from EYFS to Year 2. * All Jigsaw Journals in KS1 to use provided learning pages with a clear date, L.O.s and self-assessment, with the end of each unit celebrated with a certificate.   **Data:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Reception** | **Year 1** | **Year 2** | | **2021** | * **Self-Care 90%** * **Managing Feelings 89%** * **Making Relationships 95%** | **71%** | **79%** | | **2022**  **(New EYFS curriculum)** | * **Self-Regulation 81%** * **Managing Self 85%** * **Building Relationships 86%** | **96%** | **44% (one class missing)**  **\*2 classes 73%\*** | | **2023 Target** | * **Self-Regulation 80%** * **Managing Self 80%** * **Building Relationships 80%** | **90%** | **70%** |   **Curriculum Overview:**   * To ensure that high-quality PSHE is taking place throughout the whole school, we use and adapt Jigsaw, to implement a curriculum which is progressive from EYFS through to Year 2. * Teachers follow the progression of skills for PSHE that incorporates statutory expectations, including Relationships and Sex Education (RSE). * Our PSHE curriculum aims to inspire children to engage in learning, and be valued members of a caring, supportive, and successful school. * It supports our children to develop life-long learning skills; to be independent and creative thinkers and to be socially confident. * Our PSHE curriculum enables children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs. |
| **IMPLEMENTATION** |
| **“We Help”:**   * Through Jigsaw, we teach a comprehensive Programme for PSHE, including statutory Relationships and Sex Education. These lessons are thoughtfully aligned with British Values. * We adapt Jigsaw to ensure we deliver an engaging and relevant PSHE curriculum within a whole-school approach, which focuses on meeting the needs of our individual children. * Each new unit, or Puzzle, is launched by a whole-school assembly, delivered by the PSHE Lead. * The PSHE Lead takes a weekly assembly focussing on a different aspect of the PSHE curriculum each week. * All lessons follow the same Jigsaw format for every year group building on previous skills taught: * Each class will develop their own Class Charter in the first half of the Autumn Term, which mirrors the intent of the Jigsaw Charter, whilst being centred on our School ethos, “We Care, We Help, We Succeed”. * Class Charters are clearly displayed within each classroom and regularly referred to and reviewed where necessary. * In KS1, lessons are taught on a weekly basis by HLTAs during PPA sessions. * The PSHE Lead (a Y1 teacher) plans the lessons for KS1 and is part of the delivery team. * Lessons always start with Calm me – Using the Jigsaw Chime and the Calm Me scripts (referred to as Chime Time) allows the introduction to techniques which help children relax their bodies and calm their minds, reaching an optimum state for learning. The aim is to bring children’s awareness/attention to the present moment and in so doing let go of other thoughts that might be scurrying around the mind distracting from focusing on the learning of this lesson. * A mixture of the Jigsaw elements, Connect Us, Open My Mind and Tell Me or Show Me are used alongside Let Me Learn during our PSHE lessons to meet our lesson aim and meet the needs of our children by adding variety and pace to each lesson. * Help Me Reflect – At the end of every lesson, children are encouraged to reflect on what they have learnt, how they feel about this, and to think about the progress they have made. They are encouraged to write/draw/record their reflections in their Jigsaw Journals. * In Early Years, Jigsaw is updated each time the Framework changes. In each lesson, there are: * Child-initiated and adult-led activity ideas * Assessment opportunities and cross-curricular links * Outside learning ideas * The PSHE Lead plans and supports delivery of Jigsaw in the nursery.   **Parental Engagement:**   * Parents have been consulted by the recent RSE changes. The policy and progression of skills document is available on the website and parents are directed to view it. * Parents are informed when their child will be taught the Changing Me topic. They are given information regarding what will be taught in the lessons and how it will be taught. They are encouraged to contact the class teacher or PSHE Lead with any questions they may have.   **Approaches to supporting disadvantaged and SEND children:**   * SEND children are supported through differentiated resources, additional adult support or individual tasks planned to ensure that children can access the PSHE curriculum. * We ensure that SEND children’s work is recorded in a way to celebrate their understanding of PSHE. This is done through Tapestry, photographs or teacher annotations.   **Safeguarding:**   * At Trewirgie Infants’ & Nursery School, we understand the importance of quality PSHE teaching with regards to safeguarding. We have a rigorous approach to teaching RSE. * All staff have had Level Two Safeguarding training. * All staff are aware that some of the topics covered in PSHE may lead to children making disclosures. All have had training on what to do if a disclosure is made. |
| **IMPACT** |
| **“We Succeed”:**   * Children will recognise that they belong to our school community and a wider community. They will become active members of our school community, valuing and being valued as individuals. * Children will become more emotionally aware and resilient and have a greater understanding of who they are and their place in the world. * They will have the vocabulary to begin to communicate this and discuss their feelings and recognise their emotions. * Children can apply these communication skills to all aspects of their life. * Our children will be equipped with the skills to enable them to adapt, grow and be active citizens within an ever changing world. * They will be able to apply strategies to look after their mental health and wellbeing. |