

Bonneygrove Primary School Curriculum Guidance



PSHE

INTENT

At Bonneygrove Primary School, the development of the whole child is at the heart of everything we do. We strive for every child to acquire the knowledge, understanding and skills needed to lead a confident, healthy and independent life, to form positive relationships, make informed decisions and become productive members of society.

The development of the whole child is achieved through our Personal, Social, Health and Economic Education curriculum together with our school values: Resilience, Honesty, Ambition, Creativity, Kindness and Inclusion, all underpinned the fundamental British Values of Democracy, Rule of Law, Mutual Respect and Tolerance and Individual Liberty.

We believe it is important for every child to experience a sense of community and belonging, so have forged links with several organisations in our local community to give our children this additional anchor in life. Children are offered fun and engaging experiences inside and outside of school to enrich their learning and broaden their horizons.

At Bonneygrove Primary School, we recognise that our children's world is changing rapidly, so wish to empower them with the knowledge they need to manage their personal lives in a positive way. We want to ensure our children make informed choices about who they are and who they want to be in order to build successful, happy and productive lives.

Pupil Voice

'I think PSHE is really fun, because we get to express how we feel and learn about right and wrong.'
Lilly - Year Six

'Jigsaw is a lesson where you get to talk about you – how we are the same and how we are different.'
Oliver - Year Two

IMPLEMENTATION

PSHE is delivered as a whole-school approach from Early Years to Year 6. We follow a well-structured, comprehensive spiral curriculum that includes statutory Relationships and Health Education. Children are offered relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

PSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

Six themes are covered throughout the year. These themes are revisited in each subsequent year, where the learning becomes progressively deeper. The six themes are:

- Being Me in My World (Autumn 1)
- Celebrating Difference (Autumn 2)
- Dreams and Goals (Spring 1)
- Healthy Me (Spring 2)
- Relationships (Summer 1)
- Changing Me (Summer 2)

It should be noted, however, that a degree of flexibility is built into the system to allow teachers the freedom to include additional topics or repeat previously taught elements to reflect the needs of their pupils.

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community. It also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

This topic links to the fundamental British values of Democracy the Rule of Law. Children learn about their role as members of the school community and the behaviour expectations at school. A system of restorative justice ensures that all children involved in an incident have the opportunity to talk about what has happened and find ways to repair the harm done. The focus is on preventing similar incidents from occurring in future by presenting alternative behaviour choices.

We have links with organisations in our community, for example Cheshunt Cricket Club. The school choir visits St Mary's Church every Christmas to perform carols and children visit Tolmers Activity Centre in Cuffley. Visits to places further afield happen every year, for example residential visits to Osmington Bay and Burleigh House. At Bonneygrove Primary School we value parents as partners and encourage their involvement in all aspects of school life, for example taking part in Reception's Book Bonanza every Friday and parent fundraising through our active PTA.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this unit.

This topic links to the fundamental British values of Mutual Respect and Tolerance. Our commitment to the celebration of diversity is reflected in a whole-school culture of acceptance of the uniqueness of each member of our community. We have zero tolerance to bullying and affirm this by taking part in Anti-Bullying Week each year. Class and library books reflect a wide range of cultures, abilities and family structures. All year groups celebrate significant figures from history during Black History Month.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

This unit links closely to the fundamental British value of Individual Liberty, as well as self-efficacy and growth mind-set.

This topic is also linked to the concept of fair play, as children learn how to deal with disappointment when their dreams are not realised or equally taking pride in their achievements when they do succeed.

In Economics children learn about basic budgeting and the importance of money. This is brought to life by a visit to Kidzania every year.

Healthy Me covers two main areas of health: Emotional Health (relaxation, being safe, friendships, mental health skills, body image, relationship with food, managing stress) and Physical Health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe and first aid). Most of the statutory content for Health Education is contained within this unit.

Children learn how to identify and describe feelings by linking them to the colours in the Zones of Regulation. Every morning, children select a colour to identify how they are feeling at that moment. If they are not in the Green Zone, an adult or peer will talk to them and discuss ways to deal with their feelings.

All children are taught about the Five Ways to Well-Being and how they can be used to regulate their emotions. Children are also encouraged to generate their own strategies to improve their feelings of well-being. All year groups visit the woods and other outdoor areas regularly, where children naturally regulate themselves through free play in nature.

Mindfulness has been linked to better mental health. Being mindful means being aware of ourselves and the world around us, completely engaged by all our senses. Children at Bonneygrove Primary School learn to tune in to their bodies and feelings through breathing exercises, yoga and relaxation imagery. They also learn techniques to engage the 'thinking brain' when they start veering towards the Red Zone.

Every child is offered a piece of fruit each day. We provide balanced school dinners and encourage healthy packed lunches. Sweets and fizzy drinks are not allowed. The school works closely with parents and carers to advise on healthy eating. Parents and carers are approached by the school nursing team if their child's weight is a concern. As a school, we promote walking and other active ways to travel to school.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

This unit links very closely to our value of kindness as well as the fundamental British values of Mutual Respect and Tolerance. Online safety is of particular importance in a world where children live their lives seamlessly on and offline. Our PSHE curriculum enhances the online safety taught in the Computing curriculum by covering several specific issues such as online gaming and gambling, the dangers of online grooming and cyber-bullying.

Changing Me deals with change of many types, from growing young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in Year four, five and six.

This is part of our commitment to developing the whole child. We believe that knowledge is power and that accurate information at a young age will support our children in making healthy choices in the future.

SEND

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> • Communication and interaction 	<u>ASD</u> Noise and movement overstimulating Sharing space and equipment with others Understanding cause and effect May struggle with empathy	Visual representation Knowledge / graphic organisers Ear defenders if needed Teaching explicit recognition of feelings Matching pictures of feelings Use of social stories

<ul style="list-style-type: none"> Cognition and learning 	<p><u>Memory / Processing</u> Difficulty recalling instructions Difficulty recalling prior learning (long- and short-term)</p> <p><u>Cognition</u> Difficulty understanding cause and effect Difficulty recording in a way that supports learning and retrieval</p>	<p>Knowledge / graphic organisers Dual coding Pre- and re-teaching</p> <p>Knowledge / graphic organisers Dual coding Word banks Alternative methods of recording</p>
<ul style="list-style-type: none"> Social, emotional, and health difficulties 	<p><u>SEMH</u> Motivation Participation Team / partner work Sharing materials and 'air-time'</p> <p><u>ADHD</u> Waiting and frustration Fairness Organisation of resources Maintaining attention</p>	<p>Clear end points Clear expectations Clear modelling and explanations Be sensitive with certain subjects Knowledge / graphic organisers Step by step instructions Dual coding</p>
<ul style="list-style-type: none"> Sensory and/or physical needs 	<p><u>Visual Impairment</u> May struggle with contrasting colours on board</p> <p><u>Hearing Impairment</u> Difficulty hearing instructions from teacher / peers Filtering noise to hear what is important Low self-esteem Difficulty with vocabulary</p> <p><u>Dyspraxia</u> Difficulty in recording in writing and diagrams Cutting out and sticking in</p>	<p>Enlarged resources Knowledge / graphic organisers Technology Training for staff</p> <p>Pictorial representations Position within the class Vocab lists and explanations / dictionaries so words can be revised Simple instructions Task planners Use of signing if needed Ensure mini-mic is working and check hearing aids daily</p> <p>Knowledge / graphic organisers Alternative ways of recording Simplification of diagrams</p>

By the time they leave Bonneygrove Primary School we want our children to have developed into articulate young people with a strong moral grounding. They should be independent, curious, confident young citizens of the world who value the needs and feelings of others. Our children will have a love of learning and view themselves as capable people who determine their own destiny. They have the knowledge and skills to keep themselves safe in all spheres of their lives. They can regulate their emotions and respond pro-socially in a variety of contexts. Our children demonstrate respect for themselves and others in all their interactions. They are resilient, honest, ambitious, creative, kind and inclusive young people with every chance of leading successful lives.

Role of the subject Leader

The Subject Leader in collaboration with the Inclusion Coordinator will support the implementation of our new curriculum, monitoring across the school and providing relevant CPD.

The staff are responsible for:

- Delivering PSHE in a sensitive way, adhering to the PSHE policy and guidance
- Modelling positive attitudes to Relationships education
- Monitoring progress
- Responding to the needs of individual pupils

Objectives

PSHE aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

Cultural Capital

PSHE is developed through our Golden Threads and the following whole-school activities and events:

- Our 2 school councils; the representatives from each class meet regularly to discuss school matters
- We offer two residential visits in Key Stage two where pupils in Year five and Year six visit outdoor training centres, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work
- Focus weeks; our children take part in themed weeks and whole school events
- Visiting speakers
- A variety of clubs

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

Cross-curricular skills and links

Learning in PSHE will complement learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an online safety policy for all pupils which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Continuity and Progression

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	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.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Bonneygrove Primary School we allocate lesson time to 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, praise and reward system, Behaviour Diamond, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community reinforcing our values of being Safe, Kind and Brilliant.

Class teachers deliver the weekly lessons to their own classes.

Equality of Opportunity

At Bonneygrove Primary School, PSHE Education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements, and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad and children should not be made to feel less accepted, or that their family is any less loving and caring. Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning.

Bonneygrove Primary School's ethos and the Jigsaw philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be. Jigsaw lessons help children explore why a

loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

Health and safety

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case safeguarding procedures must be followed immediately.

Assessment for Learning, recording and reporting

Pupils record reflections on their learning in individual journals. Teachers acknowledge and respond to pupils' reflections through discussion, marking and end-of-piece certificates. Pupils are assessed as 'Working Towards', 'Working At' or 'Working Beyond' the expected level. Teacher's judgements are informed by Attainment Descriptors for each unit. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Much of the work done in PSHE lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Resourcing

Jigsaw Friends, chimes, music, certificates and assembly materials are available to all teaching staff. At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.