

PSHE – INTENT

Our intent in teaching PSHE at St. Michael's is to support children to have a strong self-identity and to develop their knowledge of their place in the world whilst having an understanding of their hopes, dream, feelings and responsibilities. Alongside this we will explore other people, how they differ and what makes them unique and special. We will think about our connections and how our actions can impact on others and the world around us.

Our PSHE curriculum is designed to give the relevant context to build skills, attitudes, self-esteem, resilience and confidence, all of which need to be taught explicitly as well as nurtured implicitly, through a well-structured, progressive curriculum which builds upon previously learnt knowledge and skills.

PSHE at St Michael's is strongly influenced by the ethos of our school for everyone to 'let your light shine'. We want all members of our school community to feel valued and able to achieve success in a supportive and safe environment. We will often link our PSHE to our school values of respect, kindness, perseverance, forgiveness and challenge to enable children to understand what these values mean, and how they can show them.

In PSHE, and across the curriculum, we explore many social and moral issues and also teach children about British Values. These also include looking at global issues, health, wealth and friendships. Our aim is to ensure that our children become healthy, independent and responsible members of society with an awareness of their rights, and respect for our diverse culture.

Wellbeing and awareness of mental health issues are an integral part of our curriculum, not just in PSHE. Relationship education is taught through PSHE and also through our Science Curriculum. We are proud of the family atmosphere of our school. We encourage older children to become role models for the younger children and plan opportunities for them to work together. We also enable children to have many opportunities to engage with the local community. Collectively with the school, families and the church we prepare them to become active and responsible citizens.

BIG IDEAS

MYSELF – I know who I am, understand my feelings, hopes and dreams and what my responsibilities are.

PEOPLE – I understand that everyone is different and these differences should be valued and celebrated and I know how I am linked to others.

EFFECTS – I understand that my actions and those of others can affect people and places and what the consequences of these actions might be.

What you will see in our lessons:

At St. Michael's, we follow the JIGSAW scheme for PSHE from Early Years to Year 6. Each unit is launched by a whole school assembly and then an activity is carried out weekly in classes to consolidate this. There are 6 units which all year groups work upon at the same time and from this, each unit is split into 6 puzzles which build towards an end product.

Children are encouraged to speak out in a safe, open and positive learning environment and clear ground rules – The Jigsaw Charter – which is drawn up by the class at the beginning of each year, is reflected upon before each lesson begins.

Each lesson will follow the same general format, including:

- Connect us - a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning.
- Calm me – to encourage children to gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.
- Open my mind – develops concentration and learning and opens up the children's minds to new thoughts or feelings.
- Tell me or show me - used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
- Let me learn - after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them.
- Help me reflect - reflect on their learning experiences and their progress.
- Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.