



Intent, Implementation and Impact Statement for PERSONAL SOCIAL HEALTH EDUCATION and RELATIONSHIPS and SEX EDUCATION (PSHE and RSE)

INTENT

The National Curriculum guidance for PSHE aims to ensure that all pupils:

- Know how to be safe and healthy.
- Know how to manage their academic, personal and social lives in a positive way.
- Be taught about Relationships, Health and Sex Education.
- Understand and respect that we are all different.
- Are able to develop resilience and a strength of character.
- Understand how to manage and maintain positive mental wellbeing.

At Mount Charles School pupils gain understanding about themselves, how their actions affect others and the importance of positive mental health. Pupils develop a curiosity for the subject as well as an understanding and acceptance of the diverse world in which we live. We are committed to ensuring pupils gain a firm understanding of how to support their own, and others', wellbeing and attainment as well as helping pupils become successful and happy adults capable of making meaningful contributions to society.

IMPLEMENTATION

At Mount Charles School, we have adopted the Jigsaw program of learning to deliver PSHE curriculum from EYFS to Year 6.

"The rationale and philosophy underpinning Jigsaw resources is based on mindfulness philosophy and practice, sound psychology and is evidence-based. We have explored how the brain works and how learning happens and have structured Jigsaw lessons to maximise these processes. Pupils and young people are at the heart of all Jigsaw Programmes. We aim to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances."

(Jan Lever, Jigsaw)

We know that PSHE as a subject is not learnt or taught in a linear way, it underpins everything we do in school and we place high value on its place in the curriculum. It is for this reason that as well as structured lessons in class, the Jigsaw program will also be the core of our whole school assembly themes and our behaviour and reward systems. This is embedded in the structured, weekly lessons as well as weekly assemblies.

Through the use of Jigsaw, pupils (EYFS – Year 6) have the same half termly theme (Jigsaw puzzle pieces). These are 'Being Me in My World', 'Celebrating differences', 'Healthy me', 'Dreams and Goals', 'Relationships' and 'Changing Me' (to include Sex Education relevant to each year group). Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one based on specific PSHE learning and the other on emotional literacy and social skills development. The whole school works on the same puzzle piece at the same time, meaning that each new unit is launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.



At Mount Charles we are motivated by the genuine belief that if attention is paid to supporting pupils' personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. Jigsaw is completely child-focused. This is reflected in the innovative way that Pieces (lessons) are structured:

- Improve social skills to better enable collaborative learning (Connect us)
- Relax the body and calm minds to prepare for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce new learning (Let me learn)
- Support reflection on learning and personal development (Help me reflect).

IMPACT

86% of pupils in KS2 achieved the expected standard or above in 2022.

Subject leader monitoring has shown that:

- Pupils are accessing the full PHSE curriculum through Jigsaw.
- Pupils learn about RSE at an age-appropriate level.
- Pupils tell us they benefit from the 'Calm Me' mindfulness introduction to the lesson.
- Pupils talk confidently about their learning in PHSE.
- Pupils tell us they feel happy and safe at school.
- Pupils talk confidently about online safety at an age-appropriate level.
- Staff feel confident to deliver the PHSE curriculum through Jigsaw.
- Assemblies cover a wide range of topics including Jigsaw themes, anti-bullying, religious festivals and other significant events and topical themes eg. Black History Month, Earth Day and Remembrance.
- Pupil voice is represented by the school council.

Impact of PHSE is tracked and measured by:

- Termly teacher assessments
- Pupil conferencing
- Parent questionnaires
- Termly monitoring of books

As a result of the PSHE curriculum at Mount Charles, pupils start the next stage of their education with a positive self-image, a sense of identity and an awareness of what healthy relationships with themselves and others should look and feel like. They understand and can talk about the importance of looking after both their physical and mental health. Furthermore, they are able to meet challenges with resilience and a strength of character. Mount Charles pupils begin their secondary education with a deep understanding of their important role in the school and wider community. They know how and why it is important to be a good citizen.