PSHE AND RSE AT CEDAR PARK SCHOOL AND NURSERY

INTENT

At Cedar Park School and Nursery, we value the importance of developing our children as successful citizens. This includes being able to form and maintain healthy relationships, understanding how to maintain a balanced lifestyle, having an awareness of their own bodies and how to keep themselves safe whilst contributing to society.

We do this by:

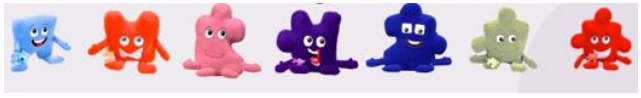
- providing an atmosphere of trust and security in which effective learning can take place;
- fostering a relationship of respect between children, between children and adults, and between adults;
- preparing children for responsibilities, opportunities and experiences in school and outside school as individuals and members of communities.

RELATIONSHIPS AND SEX EDUCATION

From September 2020, statutory Relationships Education and Health Education have been part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Sex Education in Year 5 and Year 6 within the planned PSHE curriculum.

TO IMPROVE, OUR PRIORITIES ARE:

- To ensure that the updated RSE programme - is implemented consistently across school.
- To provide support to staff members who highlight PSHE as an area of development.
- To use concrete resources during lessons.



IMPLEMENTATION

PSHE and personal development are at the core of everything that we do at Cedar Park and is taught explicitly from Nursery to Year 6 through the Jigsaw PSHE programme.

PSHE is taught weekly by the class teacher – we understand that the content of these lessons relies on a strong, supportive relationship and is sometimes delicate in nature and therefore it is important that they are taught by our most qualified members of staff.

Jigsaw promotes a whole-school mindfulness approach and is delivered through half-termly themes:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me (including puberty and human reproduction).

As these themes are the same across each year group, there is a natural progression across school and allows for children to build on their knowledge and skills year-on-year.

Lessons are led by the 'Jigsaw Charter'. The charter provides a base of respectful rules to allow for open, honest and safe communication within the class. The Jigsaw Charter is displayed within classrooms for children to refer to.

STRENGTHS

- Strong, respectful relationships between staff and pupils.
- Staff are enthusiastic about PSHE and want to ensure that our pupils are knowledgeable and safe.
- A progressive, spiral scheme of work that build on pupil knowledge.
- Use of distancing tools (Jigsaw Friends) to provide children with an opportunity to share things about themselves.
- Teachers deliver all PSHE content to their own class.

CHILDREN WITH BARRIERS TO LEARNING

In order for PSHE to be accessible and inclusive for all, teachers need to anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation.

For some learners, PSHE can be a medium to break down barriers that may exist in other curriculum subjects. The nature of the subject allows freedom and flexibility in classroom set-up, learning activities and how we record them. This is beneficial, not only for personal, social and health development, but for the growth of self-confidence and for the fostering of emotional wellbeing in all learners.

Teachers should always be aware that some children may have sensitivities to some of the PSHE curriculum depending on their background, home life and experiences. Teachers should be mindful of this when approaching any PSHE topic.

JIGSAW FRIENDS

Within lessons, teachers will utilise 'Jigsaw Friends'. Jigsaw Friends are mainly used as the 'talking object' in circle discussions. Children and staff pass the particular 'Friend' for their class around the circle and when holding the 'Jigsaw Friend' it is their turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if you choose to). Additionally, the Jigsaw Friends act as distancing tools so that children can talk about potentially more sensitive issues without referring directly to themselves.

SUBJECT ASSESSMENT

PSHE and RSE follow the Cedar Park 5-Step Assessment Model. This allows for teachers to have an understanding of what children know prior to the unit of learning, be able to adapt the unit of learning based on outcomes of children and to ensure that children can consolidate their learning effectively.

The 5-Step Assessment Model can be found within the 'Our Learning' section on the website.

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