



Statement of Intent for PSHE & RSE

Experience Success ← → **Build Aspiration**

“Until you spread your wings, you’ll have no idea how far you can fly”

Respect • Resilience • Responsibility • Compassion • Curiosity • Trust

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**... we want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

Personal, Social, Health Education (PSHE) skills are the emotional literacy, social skills and spiritual development essential for the development of the whole child. At Bowerhill School, children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE promotes the moral, cultural, mental and physical development of the children as well as opportunities, responsibilities and preparation for adult life. We teach these skills, mindsets and attributes through using the JIGSAW scheme of work and are encompassed within all the school values.

Intent

We aim for all pupils to take part in PSHE lessons using the JIGSAW scheme of work. This is progressive throughout the year groups with each new academic year building on and developing previous knowledge, learning and skills. At Bowerhill Primary School we want all children to feel emotionally safe within the learning environment through use of the JIGSAW charter, which is:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or being positive
- We respect each other’s privacy (confidentiality).

RSE - The 2019 DFE guidance on sex education states that primary schools should aim to ‘prepare’ pupils to cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction and this is what we intend to within our policy and JIGSAW teaching content. Sex and relationships education is about the understanding of the importance of marriage, family life, stable and loving relationships and friendships, respect, love and care. It is also about physical and the necessity to value oneself and others, which is our intent.

Implementation

PSHE and RSE are taught at different times of the school year. The main content of RSE is taught within terms 5 and 6 within the units Changing Me and Relationships. Science curriculum requirements are also included within this.

PSHE/RSE is taught for one hour a week.

Typical PSHE lessons in JIGSAW:

Improve their social skills to better enable collaborative learning

Prepare them for learning

Help the brain to focus on specific learning intentions

Initiate new learning

Facilitate learning activities to reinforce the new learning

Support them in reflecting on their learning and personal development.

All of these skills encompass the school values and encourage every child to have the highest aspirations and experience success.

At Bowerhill School, we have an established School Council. They represent the views of their class at weekly School Council meetings. They then feedback from these. Within these meetings they use skills learnt through PSHE to maturely suggest topics for learning within class assembly time and improvements or adaptations to the school environment.

Impact

The JIGSAW progression map shows the PSHE and RSE learning that will take place during the children's time with us at Bowerhill School, from Reception to Year 6. RSE subject content is also in collaboration with Science national curriculum requirements.

A more detailed approach to the strategies, scheme of work and overarching vision behind PSHE described above is contained within the policy documents for PSHE and RSE Education. These policy documents are reviewed annually against the standards of attainment and progress shown by assessments of children. The policies are updated or revised when they do not seem to be helping children make the best progress or when new and more effective strategies are to be adopted.