



PSHE

Intent, Implementation and Impact

Intent

Our aim at Burlington Junior School is to enable pupils to develop a firm foundation of life skills that will help them be successful learners and contribute positively in the wider community. The PSHE curriculum has been structured to build on the pupils' current knowledge and understanding, giving them the opportunity to consider a wider range of the moral, social and cultural issues that they will encounter as they grow up. Through doing so, we aim to help pupils become emotionally healthy, socially confident and understand how to have positive relationships with others.

Implementation

At Burlington Junior School, there are many components to our PSHE curriculum. The core lesson progression is structured around the mindful, 'Jigsaw' units (puzzles), each one focused on one key area: Being me in my World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These 'puzzles' are taught in cross-curricular topics where appropriate, but with the subject specific aims and vocabulary explicitly discussed and modelled with pupils to enable them to benefit fully from each lesson (piece).

The puzzles are launched in a whole-school assembly, with key questions introduced to engage the pupils in the upcoming pieces. Throughout each puzzle, pupils will consider a particular, age-appropriate, personal, societal or global issue through class and paired discussion, being given the chance to reflect on their own and other people's thoughts and values. These might link to a whole-school theme (such as anti-bullying) but with each year group focusing on a year group-specific strand.

In addition to the Jigsaw scheme of work, other whole-school assemblies are explicitly linked to PSHE, British Values and SMSC. In particular, the 'Picture News' stimuli encourages pupils to make thoughtful and reflective observations that are applicable in the wider society.

Impact

Due to the nature of this curriculum area, PSHE monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to reflect on their own behaviour and their ability to demonstrate a positive mind-set around school. Book monitoring throughout all year groups also takes place once a term to compliment this.