



## **PSHE 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.

At Burlington Junior School, there are many components to our PSHE curriculum. To ensure that pupils develop strong personal and social skills, as well as a secure understanding of health and economic matters, our PSHE curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be covered in a comprehensive order. The core lesson progression has been planned and 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.

Particular importance has been placed on the subject of PSHE; the national guidance regarding this subject states that 'the knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.' With this in mind, we have made the themes in this curriculum area central to the ethos of our school.

### **How is our intent implemented?**

The Jigsaw 'puzzles' are taught in discrete mindful Jigsaw sessions to allow subject specific aims and vocabulary to be explicitly discussed and modelled with pupils. This will enable them to benefit fully from each lesson (piece). The ethos behind these puzzles is then fed into the daily organisation of the school.

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.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on displays along with key facts, questions, and model exemplars of the work being taught.

Curriculum to review quizzes are used learning and check that children know more and remember more.



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### **What is the 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.