



Subject Report 2023-2024

Subject	PSHE	Report prepared by	Amy Rees
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Overview of the year:

As the children grow and develop throughout their time at The Cambridge it is our responsibility to support and guide the children to learn how to deal with their emotions physically and mentally and prepare them for the future. As the children continue to grow and develop into themselves, they will be faced with different challenges. With the PSHE and RSE curriculum these challenges are spoken about in a positive encouraging way. Key messages from this year include:

- We have continued to embed skills and knowledge as the school is growing by adapting planning to ensure a clear, consistent and engaging approach in PSHE.
- Ensured and embedded the high-quality teaching of PSHE across the school including a focus on mental and physical wellbeing.
- Implementation of a behaviour curriculum- Route 66, with a weekly assembly focus.

Curriculum: Intent, implementation, Impact

Intent

PSHE is interwoven throughout the entire curriculum and school culture. The PSHE curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The Jigsaw framework properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Within the planning, in each lesson, the children are working towards two learning objective one that is linked to the National Curriculum whilst the other is based on emotional literacy and social skills.

In PSHE, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Articulate and express emotions appropriately using a range of learnt techniques • Recognise and support others' feelings; mentally, physically, and emotionally • Take responsibility for themselves and their actions and are able to explain why something has happened or occurred • Aware of difference and respectful to these; celebrating diversity. • Recognise and identify what make a healthy relationship and friendship. • Demonstrate resilience when faced with a challenge and have strategies to overcome these. <p>Have strategies to support mental health and wellbeing.</p>	<p>A Cambridge pupil is confident and self-aware; they are respectful and take ownership over their emotions and PSHE learning. They are kind and supportive to their peers and are able to work independently and collaboratively to further their knowledge and understanding. They show a responsible attitude towards their learning and in their relationships; taking ownership of their actions. Pupils show resilience and persevere when facing a challenge, they are brave when exploring new things and celebrate themselves and others achievements. Pupils are independent thinkers and demonstrate their innovative nature.</p>

Implementation

The PSHE curriculum, based upon the Jigsaw scheme of work, and it has been tailored to the children's needs with all year groups working on the same theme (puzzle) at the same time. The curriculum is organised into 6 puzzles that are designed to progress in sequence throughout the course of the year.

The 6 Jigsaw puzzles are –

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me- Includes Relationships and Sex Education

The lesson plans have an input/warm up to introduce what the lesson will be about. The main part of the lesson is a discussion or practical activity and works towards developing skills. The plenary part of the lesson is a reflection on what they have learnt.

Topics taught across each year group:

Each topic is taught at the same time Jigsaw objectives have a mindful approach to PSHE it is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. Below show the topics taught across each year group.

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Children are taught Self regulation, Managing Self and building relationship. Working towards ELG.					
Y1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE
Y2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE
Y3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE
Y4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE
Y5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me RSE

Rationale for curriculum organisation:

The National Curriculum states all schools should teach PSHE but allows for flexibility in how this is delivered. Jigsaw offers a whole-school scheme of work for weekly, one-hour sessions that teach multiple skills and values and complies with the Department for Education outcomes. PSHE is not only delivered as a stand-alone subject but is promoted and explored in all subject areas and in the relationships between staff and pupils.

What have you done to ensure that every skill is covered?

To ensure all skills and objectives are being covered and revisited across the school, a skills progression grid is highlighted as a skill or objective is taught. The subject lead will carry out check ins and look at work within the big book making comparisons between each year groups identifying the progression in the skill. Spot checks are carried out on the slides produced for PSHE to ensure a consistence approach is being taught across the year group and that the planning is in line with the Jigsaw framework and the planning provided. Discussion are had with the teacher asking for feedback on planning and if any changes have occurred.

Impact

The progression of PSHE throughout school is clear as children build upon previous knowledge learnt. Children are being taught from the Jigsaw approach the scheme of work is designed to enable skills to be developed and built upon throughout the academic year and the skills will be constantly revisited. The skills acquired are not subject specific and can be used throughout their school life and beyond. The intended impact is that pupils will also have developed into healthy and positive individual who are ready for the next stage in their life and education. The pupils learn through discussions, activities and role-play. They have the opportunity to self-reflect and self-assess within lessons.

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?

The marking and assessment are completed through observations, questioning, and positive encouragement. There is an assessment lesson within the six lessons, which will be used to address their understanding of the topic. In Early years, the children are taught PSHE in a circle time. They are given resources to support their understanding and any progress or outcomes are recorded on tapestry or child voice. Key stage 1 and Key stage 2 have a big book to record child voice or any work they complete linked to the PSHE lesson.

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

With the access to the online training programme, it has allowed the subject lead to support and enhance knowledge linked to PSHE. With the introduction of Promoting and Supporting Mental Health and Wellbeing in Schools, the subject lead has embarked on a training course, which compliments and support the development of The Cambridge PSHE/RSE curriculum, ensuring that mental health and wellbeing are covered across the school.

What Performance Information is monitored? What are the 3 questions are you considering for future developments?

Through monitoring, it is clear that pupils are making progress within their PSHE/ Jigsaw knowledge and curriculum. This is evident from reviewing class books and having discussions with teachers.

Monitoring within PSHE has taken place with:

- Book looks
- Planning review
- Check in with staff
- Pupil conferencing

How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?

Fundamental British Values

In PSHE we ensure that we show mutual respect children behave appropriately, allowing everyone involved the opportunity to work to the best of their ability. In addition, they take turns, sharing ideas, reviewing each other's work respectfully and working collaboratively on task whilst helping others.

The Cambridge Learning Characteristics (BICO)

<p>Key Questions:</p> <ol style="list-style-type: none"> 1. How can we further develop support for children's wellbeing across the school? 2. Monitoring the lessons with drop ins and looking at planning notebooks to see how skills and objectives are being taught? Are the children skills enhancing as the move up the school? 3. Are the PSHE skills being taught and developed outside of PSHE lessons- Cross curricular links 	<p>In PSHE, the children at the Cambridge are brave at trying new things and questioning to deepen their understanding in PSHE. They innovative by trying, creating and exploring, thinking and working with others. In PSHE, lessons are a mixture of independent and collaboratively working together this allows the children to share, support and reflect on their learning giving them the opportunity to take ownership of their learning.</p> <p><u>Opportunities for Personal Development</u></p> <p>PSHE is embedded throughout the curriculum and is interwoven in all aspect of a school day. The children have experienced theme days and key events and have an understanding of the importance of these.</p> <p>Assemblies incorporate key messages from the PSHE curriculum, focusing on a school value on Mondays, Behaviour curriculum on Tuesdays and a 'Good News' from around the world on Thursday. The children have the opportunity to explore the values and learn about relevant news and events that will interest them. .</p>
What have we done in 2023?	
Implementation	Impact
Review and reflect on this year's planning-amending if required	By reviewing the planning and talking to the teachers, it allowed me the opportunity to identify where cross curriculum links are. It allows the subject lead to show the progression in skills.
Continue to implement a Wellbeing and Mental Health curriculum (WMHC) and plot key ideas alongside the PSHE curriculum.	The implementation of a WMHC will allow the children to recognise what is mental health and well-being. It will provide strategies in how to deal with any issues that may occur.
To continue to ensure clear and consistent progression across the year groups in PSHE and RSE	By ensuring clear and consistent progression, the children's understanding and knowledge will deepen. It also allows the opportunity to reflect on the scheme and how it is working within the school.
What is the action plan for 2024?	
Implementation	Impact
Implement year 5 and 6 curriculum reviewing as we go.	The children will be enhancing their skills they have already learnt in prior years allowing the opportunity to reflect and question.
Audit wellbeing for staff, children for PSHE and wellbeing	To identify any key themes, times and strategies that can be embedded to support everyone's wellbeing.
Collect and use evidence to support the children understanding of route 66- Behaviour Curriculum	This will embed knowledge of route 66 and ensure children are aware of expectations within school. A lesson to be embedded within the sequence of lessons to remind the children of the rules.
Develop citizenship, British Values and Inclusion and equality of opportunity	Research and implement strategies to develop Citizenship, British Values and Inclusion and equality of opportunity Sit with Inclusion lead to share ideas and the impact. Activities will be planned with reflection elements and feedback to allow evaluation.
Monitor and consider adaptations that teachers make so all learners can access the lesson	To identify how we are working with the lowest 20%. Identify the how we can ensure everyone is access and achieving the learning intention. This will be conducted by checking planning and knowledge grid to identify when things are being achieved.
Purchasing resources to support and guide children. Planning external visits.	<p>Books and resources to be purchased to support children through challenges and situations they may face.</p> <ul style="list-style-type: none"> • The world is full of babies, Mick Branning and Brita Granstrom • Nothing, Mick Inkpen • Nice or nasty? Claire Llewellyn • Daisy and the trouble with piggy banks, Kes Gray • Hello – Jack Foreman • Look after your planet (a Charlie and Lola story), Lauren Child

	<ul style="list-style-type: none">• The eighteenth emergency, Betsy Byars• Spend, save or donate, Nancy Loewen• What's happening to me (girls), Susan Meredith• What's happening to me (boys), Alex Frith• Way home, Libby Hawthorn
Create knowledge organisers which feed into a knowledge map to support children, parents and staff in knowing the knowledge children should leave with.	From discussions with children and creating knowledge organisers for each unit. The children will then be able to recognise the key information.