



Personal, Social and Health Education (PSHE) at Alderman Cogan's Primary Academy is an important and necessary part of children's education. Our PSHE provision is designed to equip children with a sound understanding of risk and with the knowledge and skills to make safe and informed decisions. Our PSHE curriculum builds on the statutory elements of the National Curriculum: Sex education, drugs and alcohol, financial education and the importance of physical activity and diet for a healthy lifestyle. In order for our children to be prepared for the specific risks in the local community and key issues that arise in school, we identify key aspects of the PSHE curriculum that link with our Safeguarding curriculum and ensure these contextual issues are taught with depth and sensitivity. We intend for our children to be taught in a safe atmosphere where they can express their feelings and explore sensitive issues. Children will develop the skills to empathise with others and develop their own identity, values and beliefs, enabling them to make safe, informed decisions with maturity and understanding.

PSHE Intent at Alderman Cogan's Primary Academy

Our children at Alderman Cogan's CE Primary Academy leave with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, and a belief in themselves and realise that anything is possible if they put their minds to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our Personal, Social, Health Education (PSHE) curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Our intent includes not just PSHE but also resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education (RSE).

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others
- have a positive self esteem

The Jigsaw Programme

This is made up of six puzzle pieces which correspond to units of work.

Autumn Term 1 *Being me* covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Autumn Term 2 *Celebrating difference* focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Spring Term 1 *Dreams and Goals* aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Spring Term 2 *Healthy Me* covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

Summer Term 1 *Relationships* has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social

networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Summer Term 2 Changing me

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

Statutory Sex Education

The Jigsaw programme provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme.

Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these (e.g. using Calm Me (mindfulness techniques)). Jigsaw values every child and so takes inclusively as a given, promoting acceptance of individuals for who they are and who they will become.

Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know

who to trust and how to speak up for help. They respect themselves and their bodies and know what healthy relationships feel like. We take children's safety and well-being very seriously, trying to empower them to speak up and get help if needed and to know how to keep themselves safe.