



Cavendish
PRIMARY SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

Revision: /

2nd DRAFT

Links to other Cavendish Policies

- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- British Values Statement
- Collective Worship Policy
- Confidentiality Policy
- Equalities Policy
- Food and Fitness Policy
- Health and Safety Policy
- Inclusion Policy
- Computing/Esafety Policy
- Physical Education Policy
- Religious Education Policy
- Science Policy
- Teaching and Learning Policy
- REGU and Health Education Policy (Annex 1 to this policy)

Final version	September 2020
Written by	Andrea Glucker
Next review due by	September 2022

CONTENTS

	PAGE
• Rationale, Mission, Ethos and Values	3
• PSHE / Aims and Objectives	3
• Equal Opportunities and Inclusion	3
• Confidentiality, Safeguarding and Child Protection	3
• PSHE Education School Curriculum / Teaching and Learning	4
• PSHE as a Discrete Subject through the Jigsaw Programme	4
• Overview PSHE / REGU / Health Education Lessons	7
• PSHE Education through <i>Living the Cavendish Code</i>	10
• PSHE Education through Other Subjects	10
• PSHE through Enrichment Activities	10
• Monitoring Arrangements	10

Rationale, Mission, Ethos and Values

Although PSHE education is a non-statutory subject, all schools are expected to provide PSHE Education as part of a broad and balanced curriculum. At Cavendish, this subject functions as the umbrella under which many aspects of the personal, health, social and economic development of children is taught, including statutory Relationships and Health Education (for REGU *Relationships and Growing Up* and Health Education Policy, see Annex 1 to this policy), British Values and Esafety.

In accordance with our mission, ethos and values, we aspire to provide our learners with the opportunities and guidance they need to thrive, succeed, reach their potential and make a positive contribution as citizens in modern multi-cultural Britain. In addition to embedding the core British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, we believe this can be achieved through the delivery of consistently inclusive, engaging, motivating, supportive and challenging learning experiences which promote the core values of kindness, integrity, resilience and curiosity.

In order to help us realise these aspirations, the teaching and learning within Personal, Health, Social and Economic (PSHE) Education in Key Stage 1 and 2 and Personal, Social Emotional Development (PSED) in the Early Years will focus on developing and sustaining positive relationships with others, understanding the importance of adopting healthy life styles and making positive choices.

PSHE / Aims and Objectives

In summary, through this policy, we aim to ensure that pupils at Cavendish will:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and risks;
- understand what makes for good relationships with others;
- develop good relationships with other members of the school and the wider community;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence, self-esteem and resilience;
- make informed choices regarding personal and social issues;
- recognise and avoid extremist choices; and
- develop positive learning behaviours.

Equal Opportunities and Inclusion

The PSHE policy reflects and is in line with our Equal Opportunities and Inclusion policies and the school ensures that the teaching programme is an inclusive one that is appropriate and relevant to all pupils, including those with special educational needs and disabilities (SEND). Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences or family background. When planning and teaching high quality lessons, teaching staff are mindful of the SEND Code and ensure that the content is differentiated and personalised, and therefore accessible to all pupils.

Homophobic and transphobic references, and homophobic and transphobic actions and bullying are not tolerated at Cavendish and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

PSHE is taught within a safe and supportive learning environment, in an atmosphere of mutual respect, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives. Ground rules are set by the teacher in all discussions to respect others' opinions, values and beliefs.

Confidentiality, Safeguarding and Child Protection

Although PSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of any kind of abuse, they will talk to the designated safeguarding lead or deputy in his/her absence and follow the school's safeguarding and child protection procedures. The credentials of visitors, which can enhance (not replace) the delivery of lessons by bringing in specialist knowledge, are carefully checked by the school. Planning and resources provided by external visitors are viewed by Cavendish teaching staff in advance to ensure the content is age-appropriate and accessible for all pupils, and fits in/complies with Cavendish's curriculum and policies. Confidentiality and safeguarding measures need to be shared. During visits from external parties, a member of Cavendish's teaching staff needs to be present at all times.

PSHE Education School Curriculum / Teaching and Learning

Cavendish's PSHE Education curriculum fulfils the statutory responsibility "to promote pupils' spiritual, moral, cultural, mental and physical development of pupils and to prepare pupils at the school for the opportunities, responsibilities and experiences of later life" as set out in the Education Act 2002. The 2006 Education and Inspections Act placed a duty on governing bodies "to promote the well-being of pupils at the school". The duty came into effect in September 2007.

Cavendish teaches PSHE Education (incl. statutory Relationships and Health Education) in a variety of ways:

- through the delivery as a discrete subject (regular lessons of 60 minutes per week);
- through *Living the Cavendish Code*;
- through daily whole school assemblies (Cavendish Code, celebration, etc.);
- through in-class assemblies connected to School Council (15 minutes per week);
- through other subjects;
- through enrichment sessions/trips, e.g. cycling proficiency, traffic safety, water safety, residential/team-building trips, etc.; and
- themed blocks, e.g. *Anti-bullying Week*, *Safer Internet Week*, *Mental Health Week*, *Fitness Week*, *Walk to School Week*, etc.

PSHE as a Discrete Subject through the Jigsaw Programme

At Cavendish, leadership, teachers and school governors have seen the statutory changes to the delivery of Relationships and Health Education as an opportunity to further develop the Personal, Social, Health and Economic Education (PSHE) curriculum in its entirety throughout the school (Reception to Year 6).

From September 2020, teaching staff at Cavendish will be using the *Jigsaw PSHE* scheme of works to deliver the PSHE, Relationships, Relationships and Sex Education and Health Education curriculum. Details are available at: www.jigsawpshe.com.

Extracts from Jigsaw PSHE Website:

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Weekly Celebrations

The weekly celebration is the same for each year group. These are designed to draw out a key theme from each week and reinforce its application; in turn, this ensures the learning is translated into behaviour and attitudes and is not confined to the lesson slot on the timetable. The idea is that the weekly celebration sheets are copied and displayed in each classroom. The focus for the following week is briefly introduced by teachers on a Friday, for example, Next week, we are celebrating people who... *Help others to feel welcome*. Through the week, children and adults nominate each other by adding names to the celebration sheets when they see each other using that behaviour. These are collected in and those nominated are recognised/rewarded in Friday's Cavendish Code assembly.

The Six Puzzles

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating Difference
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me (some lessons contain elements of RSE, see REGU Annex)

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*.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today and/or Relationships and Health Education objectives defined in the statutory guidance); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

SMSC (Spiritual, Moral, Social, Cultural) Development

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that ground rules are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter.

The Jigsaw Charter (complementing the Cavendish Code)

- 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 when being positive
- We respect each other's privacy (confidentiality)

The Jigsaw Circle (circle time)

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together. The circle approach is used regularly in Jigsaw.

The Structure of the Pieces (lessons) in Jigsaw

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the way that Pieces (lessons) are structured. The Pieces have been designed to:

- improve children's social skills to better enable collaborative learning (Connect us);
- prepare children for learning (Calm me);
- help the brain to focus on specific learning intentions (Open my mind);
- initiate new learning (Tell me or show me);
- facilitate learning activities to reinforce the new learning (Let me learn); and
- support children in reflecting on their learning and personal development (Help me reflect).

Emotional Literacy Domains

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. This is mapped on every Piece and balanced appropriately across each Puzzle and year group.

Puzzle Outcome / End Product

In each series of six Pieces (lessons), learning builds and develops. In each Puzzle, this learning culminates in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition. This way, each Piece of learning adds to the process of creating the end product, giving the learning an additional purpose, rather than being an end in itself. Children will know what they are working towards early in the Puzzle, adding motivation to their work.

The Jigsaw Journal

In order for children to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal, a lined exercise book with a special cover. In the journal, there is a section for each Puzzle (unit) and within each of these children collect: pieces of work, photos of group activities, 'Help Me Reflect' notes/work, 'My Jigsaw Learning Record', Puzzle certificates and anything else that is meaningful to them as they progress through their Jigsaw Journey. The Journal is seen as a portfolio of children's work and reflections through each Puzzle, and can be a valuable tool during transition to the next year group or school. Primarily, the Jigsaw Journal is an opportunity for each child to celebrate his/her learning journey and self-development. Journals are handed up to the next year group.

Differentiation / SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which

they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Assessment, Recording and Tracking Progress

Teachers need to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is one opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three attainment descriptors for each year group: working towards, working at and working beyond.

At the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he/she thinks he/she has achieved. The teacher does the same and facilitates a conversation with the child about the learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Formal assessment, testing or marking in PSHE is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life. Pupils do not pass or fail within these areas but have the opportunity to reflect on their own learning and personal experiences, to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupil's self-awareness and self-esteem.

Evidence of learning and progress mainly comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of values and risks;
- increased ability to form constructive relationships with one another, teachers and other adults;
- increased understanding of the impact the individual makes on others;
- increased respect for the differences between people, particularly their feelings, values and beliefs;
- and
- increased ability to show initiative and take responsibility.

The end of Puzzle certificates are designed to praise specific achievements for each child individually. They will be presented at the end of the Puzzle after the 'official' assessment has been completed. The certificates can be stuck into the Jigsaw Journal. There is space on them for both the teacher and the child to recognise the achievements with which they are particularly pleased.

Reporting to Parents / Carers

We report on pupil achievement and progress to parents at parent evenings/consultation and in annual pupil reports. Each Jigsaw Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write in children's reports.

Jigsaw's Attainment Descriptors

The attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally recognised. There are no national level descriptors for PSHE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time needs to be allocated for this process.

Jigsaw's Content

On the following three pages, find an overview of the topics. Please read these tables in conjunction with Cavendish's REGU *Relationships and Growing Up* and Health Education Policy.

(additional whole school: *Anti-bullying Week*)

Year Group	Key Puzzle Points	
	<i>BEING ME IN MY WORLD</i> Autumn Term 1	<i>CELEBRATING DIFFERENCE</i> Autumn Term 2
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy

Overview PSHE / REGU / Health Education Lessons:

Spring Term

(additional whole school: *Internet Safety Week* and *Mental Health Week*)

Year Group	Key Puzzle Points	
	DREAMS AND GOALS Spring Term 1	HEALTHY ME Spring Term 2
Reception	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
Year 1	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness
Year 2	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Year 3	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices
Year 4	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength
Year 5	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
Year 6	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

Overview PSHE / REGU / Health Education Lessons:

Summer Term

(The *Changing Me* Puzzle contains lessons with elements of RSE, see REGU Annex)

Year Group	Key Puzzle Points	
	RELATIONSHIPS Summer Term 1	CHANGING ME Summer Term 2
Reception	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4 <i>*Cavendish addition to Jigsaw PSHE programme</i>	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby <i>*Changes in Puberty</i> Girls and puberty (<i>taught to girls only</i>) Confidence in change Accepting change Preparing for transition Environmental change
Year 5 <i>*Cavendish additions to Jigsaw PSHE programme</i>	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty, incl menstruation (girls and boys) <i>*Menstruation in detail (taught to girls only)</i> Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

PSHE Education through *Living the Cavendish Code*

PSHE Education is not only taught in lessons, but also through the vision, ethos and values of the school and the relationship between staff and children. Our school ethos is encapsulated in the Cavendish Code, which was developed in partnership with staff, governors, pupils and parents. It is the core of our behaviour policy and permeates everything that we do. It is:

- we care for ourselves, for each other and for our environment;
- we treat each other as equals;
- we try our best and take pride in what we do;
- we keep ourselves safe, healthy and happy; and
- we have good manners.

PSHE Education through Other Subjects

The PSHE education programme is just one part of what Cavendish does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas and cross-curricular learning opportunities. Links to other subjects are made to provide consistency, consolidation and practical application. Here are a few examples (not an exclusive list):

- English: skills in enquiry and communication, stories that illustrate aspects of personal and social development, how the media present information, etc.
- Mathematics: aspects of financial capability and economic understanding, counting and sharing, etc.
- Science: the body, health and safety, the environment, healthy food, drugs, etc.
- Computing: communicating with others via e-mail/social media, finding information on the internet and checking its relevance watching out for misinterpretations, internet safety and security, etc.
- History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past, etc.
- Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries, understand the diversity of cultures and identities in the UK and the wider world, reflect on the consequences of their own actions in situations concerning places and environments, understand their rights and responsibilities to other people and the environment, etc.
- Physical Education: staying fit, health and safety, personal hygiene, development of personal and social skills through team and individual activities, games and sports, etc.
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships, etc.
- Drama: exploring issues such as peer pressure, stealing, bullying through drama activities, skills in enquiry and communication, development of personal and social skills through group and individual activities, developing empathetic responses to differing characters, etc.

PSHE through Enrichment Activities

Residential experiences, visits, special days, theme weeks, school performances, community events and specialist speakers enrich the curriculum and provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Pupils take part in whole school assemblies, school council, Cavendish elections, pupil voice, buddy schemes, monitor roles around the school, etc. They discover new qualities and characteristics through volunteering, charity fundraising, participating and reflecting on new experiences.

Unplanned opportunities for teaching and learning in PSHE Education arise in and outside the classroom and require follow up in the form of further sessions.

Monitoring Arrangements

Relationships and Health Education (see REGU *Relationships and Growing Up* and Health Education Policy in Annex 1 to this policy), British Values, Esafety topics are carefully woven into the Jigsaw programme and the whole school approach to PSHE. Depending on children's needs, certain topics may require further deepening. Teachers consult the PSHE lead to determine content and appropriateness of resources (e.g. reading material, pictures, video clips from BBC Teach).

The coverage, delivery and assessment of PSHE is monitored by the PSHE lead through learning walks, journal looks, pupil interviews and teacher discussion/feedback (pupil progress meetings).