

Intent

PSHE (Personal, Social, Health and Economic education) and SMSC (Spiritual, Moral, Social and Cultural development) is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people. It's about educating children's minds and hearts. The PSHE curriculum aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve, thrive in a supportive highly cohesive learning community and develop into responsible citizens.

The aims of teaching Personal, Social, Health and Economic Education at Kilburn Grange School are as follows:

- To help our pupils towards independent learning and to equip them with all life skills to become active, positive members of our democratic society;
- To achieve their full potential across all areas of the curriculum;
- To inspire, stimulate and foster a love of learning and enquiry;
- To understand the world in which they live;
- To know and understand what is meant by a healthy lifestyle;
- To keep themselves and others safe;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs and feelings to personal experience and social and moral issues;
- To develop a sense of social and moral responsibility, consideration for others, collaboration with others, self-respect and self-confidence;
- To understand how to make informed choices regarding personal, moral and social issues;
- To develop an understanding of their individual and group identity;
- To promote respect and consideration for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- To understand what makes for good relationships and develop good relationships with others;
- To know about economic well-being.

Implementation

Development in SMSC and PSHE will take place across all curriculum areas in our schools, within activities that encourage pupils to recognise the personal, spiritual, moral, social and cultural dimensions of their learning and reflect on the significance of what they are learning. We use the Jigsaw scheme of work to teach PSHE Education. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes. Each half-term, the Jigsaw scheme of work is used to plan focus areas for class, assembly and collective worship. PSHE is timetabled weekly into the timetable and embedded throughout the curriculum using cross-curricular opportunities. In addition to this, we provide enrichment activities to support the curriculum such as Anti-bullying Week and Black History Month. Our educational visits and visitors also make an important contribution to the pupils' PSHE and SMSC development. 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. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. 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 display to involve our family and school community in our learning. 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 one is based on emotional literacy and social skills. 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. Every Piece (lesson) contributes to at least one of these aspects of children's development. All pieces are also cross-referenced with SMSC development, including the Fundamental British Values. This is mapped on each Piece and balanced across each year group.

PSHE is taught in a variety of ways including whole class teaching and discussions, independent/group learning and discussions and events at the school such as Anti-Bullying Week. In Key Stage 1 and 2, PSHE is usually taught for one session each week across the school or lessons may be blocked when appropriate. Discussions are recorded in a whole class book to show pupils responses and contributions. The lesson is not always recorded in writing. As reception is part of the Early Years Foundation Stage, we relate the PSHE and SMSC aspects of the pupil's learning to the objectives set out in the Early Years curriculum including the characteristics of effective learning. Our teaching in PSHE is incorporated into the learning of Personal, Social Emotional and Development, one of the prime areas of the EYFS curriculum. We use the Jigsaw scheme of work to support planning and teaching and adapt it to meet the interests and needs of the children In Reception classes, in addition to the whole class teaching and discussion, it is also planned through continuous provision. See Personal, Social and Emotional Development on the medium-term (half-termly) planning overview for more detail.

To further supplement economic education, we also teach a sequence of lessons called MoneySense created by NatWest Bank. This unit of work is usually taught during Maths Week London, which takes place in the second half of the Summer term.

Kilburn Grange School has six values which are part of our expectations and behaviour policy. W.E. C.A.R.E. is the acronym that spells out our school values. The letters stand for: Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour. All our learning is underpinned by our core values that show W.E. C.A.R.E. for ourselves, each other, our community and beyond. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners. They are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. They are an important part of children's SMSC development and promoting the Fundamental British values. We focus on a different value each half-term. Throughout the half-term, assemblies are planned to teach children about this value and there is a value celebration at the end of the half-term.

Each half-term, major key festivals, events and memorable dates are identified and planned for during assemblies and collective workshop. There are two whole school assemblies and one in-class assembly each week. There is also a Picture News in-class assembly fortnightly in Key Stage 1 and 2 to discuss local, national and global issues happening at the time. There is a key charity identified each term. We believe that when children take part in charitable events, they learn about responsibility, generosity, helping others, making positive changes and how to engage with the local community as well as national and global issues. This also supports children's SMSC development including the Fundamental British Values.

Impact

All summative data is entered onto Arbor to track each pupil's learning journey in P.S.H.E. In EYFS, PSED is assessed termly as part of the EYFS development matters outcomes and early learning goals using observations and teacher knowledge. In KS1 and 2, there is an assessment opportunity once per half-term for all year groups in the last lesson. Pupil's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in circle time and lessons. Teachers use the learning

evidence from lessons and teacher knowledge to assess whether they are working towards, on track or at greater depth using the PSHE objective for that assessment opportunity. General comments about SMSC and PSHE will be included in annual reports to parents and discussed during parent teacher meetings.

PSHE education is monitored as part of the school review cycle each term which includes a triangulation of evidence such as learning walks/lesson observations, book looks and pupil conferences.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key whole school festivals, events and memorable dates	International Day of Peace, Black History Month, Harvest Festival, Rosh Hashanah, Yom Kippur, Eid-al-adha, Halloween	Bonfire Night, Diwali, Anti-bullying week, Remembrance Day, Hanukah, Christmas/Nativity, Children in Need/Universal Children's Day, Christmas Jumper Day, International Day for Tolerance, Human Rights Day, St Andrew's Day	Chinese New Year, Pancake Day, Safer Internet Day, Valentine's Day, Martin Luther King Jr. Day, Road Safety, Number Day	World Book Day, Mothering Sunday, Holi Festival, Passover, Easter, International Women's Day, St Patrick's and St David's Day, International Day of Happiness, Comic Relief or Sport Relief/Healthy Heart Day	St George's Day, Buddha Day, World Day for Cultural Diversity, Earth Month	Queens' Birthday, Father's Day, Healthy Eating Week, World Refugee Day, Ramadan/Eid-al-fitr, Dharma Day, Sports Day, International Food Festival (as part of Summer Fair) Transition Day (to new classes)
Puzzle Name	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Content	Includes understanding my place in the class, school and global community as well as devising learning charters	Includes anti-bullying (cyber and homophobic bullying included) and diversity work	Includes goal-setting, aspirations, working together to design and organise fund-raising events	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices	Includes understanding friendship, family and other relationships, conflict resolution and communication skills	Includes Sex and Relationship Education in the context of looking at change
School Value	WE CARE and Collaborate (revisited throughout the year)	Enjoy	Aspire	Endeavour	Wonder	Reflect