



“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.” (DFE)

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)

PSHE at Townhill Junior School is taught through the *Jigsaw* scheme. This is a progressive programme that allows the children to develop on previous learning and follow a familiar structure. Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within *Jigsaw*, but children and their teacher can write their own to ensure mutual respect and ownership). The charter provides children with the skills needed for deeper discussions, developing respect for peers and learning about different cultures and values.

PSHE is taught mainly through discussion and any work that children do is put in their class floor books. Instead of individual books, the floor books were introduced in Autumn 2021, to allow discussions to be more in-depth and comments made by children to be captured. This has been more successful as children are able to show their understanding easily.

We have now incorporated Philosophy for Children (‘P4C’) into our curriculum, using our questioning, reflecting and communication skills to unpick different concepts. All staff received training to deliver these sessions, in order to increase the opportunity for children to work together and participate in thought-provoking activities. The children began exploring this in 2023 and we have been including this across different subjects to deepen discussions in class.

Links to other areas

English: Within English, children are able to draw upon their understanding of emotions within their writing. They are taught to use ‘show not tell’, thinking about how we display our feelings. In Year 5, the children write autobiographies based on how they want their life to turn out. In Year 6, they explore the lives of people from different cultures, writing from the point of view from a refugee. In Year 3, they explore the book *Edward Tulane* where there are many emotional topics covered, allowing for rich discussions to be had and emotion language to be applied within their writing. In Year 4, they have been reading *The House with Chicken Legs* which covers themes of loss, growing up and making new relationships.

RE: Within the puzzle *Celebrating Differences* (and within other pieces) it allows children to develop acceptance, awareness and respect for different people within their own and other communities. This links to the SMSC values within RE.

DT: In the Healthy Me puzzle, there are discussions around healthy eating, which links to cooking.

Computing: Throughout the puzzles, there are links to online safety, online relationships and cyber bullying. We ensure that online safety is covered across PSHE and computing throughout the school.

ELSA: We are very lucky to be able to have an ELSA team who help us with the wellbeing of the children. This means that children are able to get extra support to help them with their emotions and support with regulating their emotions.

School Council: Two children from each class are nominated by their peers to be their class representative. They are able to raise issues that their peers have spoken about and help make decisions for the rest of the school.

Restorative Practice Ambassadors: At break times and lunch times, we have children who are available to support issues that other children may have. They are trained to use the restorative approach that the school uses to help facilitate discussions and problem solve.

RHSE: Jigsaw covers everything that has been set out by the DFE and ensures that it is taught at an age appropriate pace. Children are able to ask questions in a safe environment and are reassured by any concerns that they have.

At TJS we aspire to have happy, healthy and emotionally secure children, who enjoy coming to school.

