



Milton School

PSHE Policy

1	Summary	PSHE	
2	Responsible person		
3	Accountable SLT member		
4	Applies to	<input type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy		
6	Who has been consulted and recommended policy for approval	Governors and Head of School	
7	Approved by and date		
8	Version number	1	
9	Available on	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	September 2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	

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1. Purpose

The purpose of this policy is to describe the intent and implementation of the PSHE and citizenship curriculum at Milton School.

2. Curriculum Intent

The teaching of PSHE and Preparation for Adulthood is part of the broad and balanced curriculum offered to all pupils at Milton School. All year groups follow the Jigsaw program which promotes and prepares pupils for the opportunities, responsibilities and experiences of adult life.

The program also provides spiritual, moral, social, cultural (SMSC), mental and physical elements which are crucial for the children's development as both individuals, and members of society. Additionally, these focuses are implemented through other areas of the curriculum and contribute to the whole school ethos, safeguarding and the contribution to SMSC developments.

In addition, we also offer the opportunity for external agencies within the local community to work with the children, developing their wider knowledge on being healthy, staying safe and preparing them for life and work in modern Britain.

We always wish to involve parents in understanding and supporting the implementation of PSHE and Preparation for Adulthood within the school. We also feel it is important to include parents during the accomplishment of life skill projects where possible; to promote positive relationships and contributions towards the wider school curriculum.

3. Curriculum Implementation

Jigsaw offers a comprehensive Program for teaching PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw is taught weekly; it consists of 6 half-term learning themes which remain consistent across the school. The themes are broken down into 6 Jigsaw pieces (lessons), each piece consists of 2 learning objectives which accommodate the progression of Relationships and Health education and the other is designed to develop children's emotional literacy and social skills. The lessons and activities are adapted and made appropriate for the needs of the class it is being taught to by the teacher.

The Jigsaw themes are also employed within other areas of school life, such as whole school assemblies to continue to contribute towards the development of children's wider learning regarding the Jigsaw theme learning intentions.

Overall, this structure ensures learning deepens and broadens every year to support the children and helps them understand and value how they positively fit into and

contribute to the world. In addition to this an online safety and safety scheme run alongside the curriculum for class assemblies.

Jigsaw outcomes, as well as wider skills associated with PSHE and Preparation for Adulthood are also addressed through other areas of the curriculum and school life, this is the responsibility of all members of staff to ensure children successfully progress within these areas.

The skill progression is in addition to the objectives to ensure that skills are progressed through each year group. Furthermore, assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess.

All activities planned for are adapted to ensure that all pupils have access to the learning objective and curriculum. SEND pupils are required to join in with PSHE lessons. Planning, delivery, and assessment will reflect this.

Pupils in the Explorers Branch of Milton School follow the Cherry Garden Curriculum which tracks their personal development milestones. Staff members in Explorers classrooms monitor and record these milestone achievements on Tapestry.

4. Enhancing the curriculum with visits and visitors

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

5. Curriculum Impact

Pupils are assessed and tracked after each new piece of learning to ensure that they are building on their skills and knowledge over time. This procedure informs planning on subsequent lessons; ensuring pupils of differing abilities are suitably challenged.

Pupil and teacher interviews, lesson visits and book looks will be implemented to demonstrate what knowledge the pupils can remember, their progress in the subject, and how they apply PSHE and Preparation for Adulthood skills to their everyday lives. These monitoring and evaluations measures will quality assure the consistency of PSHE and citizenship across the school.

Subject reports are completed yearly to share data, training and information about the subject with the Head of School and Governors.

6. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of PSHE and Preparation for Adulthood across the school. This will include:

- Supporting staff with planning and delivering of PSHE and Preparation for Adulthood
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly

Class teachers are responsible to adapt planning, prepare, deliver and assess lessons which help build the relevant skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in sequenced PSHE lessons, to ensure coverage is adequate and progressive.
- Follow the school marking policy
- Ensure all pupils are remembering the information they are learning
- Ensure pupils are developing on skills from the previous year or stage

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.