



# PSHE at JFCPS

---

## Mission Statement

*“To be the best that we can be.”*

### **Curriculum Overview for Personal, Social and Health Education**

At Johnson Fold one of the things that we hold dear is that our curriculum does not begin and end with the national requirements. We pride ourselves on understanding all our children and meeting their needs however great or small. Because of this we embellish and enhance our curriculum to meet the needs of the children.

Woven through all areas of learning and all subjects, is a tailored syllabus of Personal, Social, Health Education that covers the lifelong skills needed to become successful citizens of the future.

#### PSHE Syllabus

We use the Social Emotional Aspects of Learning (SEAL) materials in all year groups. These cover:

- New Beginnings
- Getting on and falling out
- Say no to Bullying
- Going for Goals
- Good to be me
- Relationships
- Changes

### **Circle/Key Worker Time**

Each class has a designated time slot for Circle Time or Key Worker Time in EYFS, where any issues or concerns arising in that class are dealt with in a sensitive manner. Each class has a “Worry Box” where children can put notes in to let staff know if there is something on their mind or that they wish to talk about.

### **Learning Outside the Classroom (LOTIC)**

Our curriculum extends beyond the classroom not least because of our extensive grounds. We are able to make use of a floodlit Astroturf, playground, large patio area with seating for quiet time, a storytelling area, trim trails, tyre park, vegetable plot and forest, all within our secure school boundary. All children take part in our Learning Outside the Classroom programme which promotes team work and the skills of Learning to Learn along with providing our children with happy and positive childhood experiences – their “suitcase of happy memories.”

### **Learning to Learn Skills**

At Johnson Fold we recognise that there is much more to learning than the traditional “3 R’s” of Reading, Writing and Maths, so we promote “The 5 R’s.” These are Resilience – Sticking at it even when the going gets tough; Risk taking – not being afraid to step outside the comfort zone, have a go or try something new; Resourcefulness – thinking about how best to solve problems; Relationships – how to work alongside others, to value opinions of others, co-operate and work as a team; Reflective – how to look back over what has been learned and improve or modify.

### **Family Gathering**

Our children are arranged into “Families” across the school with all children from YR-Y6 divided into groups (families) with each class teacher as the leader of a family. This promotes the sense of belonging as well as responsibility amongst our older children in looking after the younger ones and for all children to work alongside people from other age groups outside of their own. Children take part in sports activities within their family as well as weekly family gatherings. Through these family gatherings we cover work on British Values and reflect democracy through the election of ‘family’ representatives on the Student Council.

### **Student Council**

The Student Council meet once a fortnight. Meetings tackle any issues brought to council members by the children through their family gatherings as well as working on fund raising projects and reporting to staff and governors the “Pupil Voice.” Council members have also been involved with the interview process for new staff.

### **Roles and Responsibilities**

Our older children are given other specific roles and responsibilities around school that enhance their positive older role model status. These include running break time play activities; librarians; ICT monitors; aiding EYFS children as they enter and lead assembly.

### **Nurture Groups**

Nurture groups run at break times and lunch times by our experienced team of support staff, providing care for those children who find this part of the school day challenging.