

# St Peter and St Paul, Eye Primary School PSHE Curriculum Statement



## **Aims and objectives**

At St Peter and St Paul Primary School we are committed to developing children as healthy, independent and responsible members of society who understand their rights and responsibilities towards themselves, others in school, the local and global community. We aim to develop children's awareness of their thoughts and feelings as they happen, in the moment, on purpose and with no judgement so that they have the skills and understanding to make informed choices.

Personal, Social and Health Education enables the children to:

- Develop self-confidence and self-esteem
- Know and understand what constitutes a healthy lifestyle
- Know how to keep themselves safe
- Understand and develop good relationships with other members of the school and the wider community respecting the differences between people
- Be independent and responsible members of the class, school, local and global community
- Be positive and active members of a democratic society
- Make informed choices regarding personal and social issues

## **PSHE Curriculum Planning**

We use the programme 'Jigsaw' as the basis for our PSHE planning. Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

A yearly long term plan is devised making reference to previous PSHE to ensure that the breadth of curriculum is delivered in our mixed year group classes. PSHE topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children.

Teachers use the comprehensive plans on Jigsaw, selecting activities and making adaptations to ensure that lessons are relevant and appropriate to mixed-age class they are teaching. These plans clearly show the sequencing and progression of teaching, the key vocabulary within each topic and how the impact of learning will be measured in each topic. Teachers consult with the subject leader to ensure that they are planning and delivering a PSHE unit which ensures all children make links to prior learning and develop their personal, social and emotional development.

## **Subject Content Early Years Foundation Stage (EYFS)**

Personal, social and emotional development is a prime area of learning and is embedded at the heart of the EYFS curriculum. It involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

## **Key Stage 1 and 2**

We organise our curriculum into six units of work (jigsaw puzzles) as outlined in the Jigsaw programme:

Being Me in My World

Celebrating Difference (including anti-bullying)

Dreams and Goals

Healthy Me

Relationships

Changing Me (including Sex Education)

The Jigsaw scheme of work clearly plots the progression of knowledge and understanding within PSHE for each of the year groups. Key concepts and ideas are revisited throughout the key stages to ensure that children develop a secure understanding.

## **Teaching & Learning Style**

PSHE teaching aims to meet children's needs in this ever-changing world and does not skirt around the most sensitive issues like bereavement and family change.

Therefore, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

At the beginning of the school year the Jigsaw charter is agreed with the children and includes the following aspects •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)**

Most Puzzles include the use of The Jigsaw Circle in some Pieces. The Jigsaw Circle brings children and adults together to feel equal, included 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.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

## **Cross Curricular Links and Wider Learning Opportunities**

Where relevant and appropriate, meaningful links are created between PSHE and other curriculum subjects. Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to.

Wider learning opportunities are used thoughtfully and to great effect in PSHE to help bring a subject to life or to make learning clearer for our children. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all children receive a variety of learning experiences as part of a broad and balanced curriculum.

## **Equal Opportunities**

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to PSHE lessons. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

## **Assessment**

Teachers assess children's work in PSHE by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative assessments. This allows the teacher to make termly assessments of attainment and progress for each child.

## **Resources**

There are sufficient resources for all PSHE teaching units in the school. The Jigsaw programme provides a suitable range to implement the programme effectively.

## **Monitoring and Review**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in PSHE. The subject leader is also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.