



Statement of Intent and implementation for PSHE

Curriculum

We have identified **5 Golden Threads** that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Intent

Our intention is that when children leave Larkhill Primary School, they will do so with the knowledge, understanding and emotional awareness to be able to play an active, positive and successful role in today’s diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Through following the JIGSAW scheme for PSHE we can ensure learning is progressive and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation of PSHE:

Early Years to Year 6 –

PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association’s Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

‘jigsaw’, which is a spiral, progressive scheme of work, covers all of the above and ‘aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world’. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes

mindfulness to allow children to advance their emotional awareness, concentration and focus.

At Larkhill Primary School, in addition to Relationships Education, we also teach aspects of Sex Education. The Sex Education aspects of PSHE are also taught through the 'jigsaw'.

PSHE is taught through jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Knowledge and skills-based implementation:

PSHE is taught weekly across the school by the class teacher. Every lesson throughout the school follows the same structure:

1. Connect us – allows children to bond with their peers
2. Calm me – allows children to get in the correct mindset for learning
3. Open my mind – a thought provoking idea or question
4. Teach me – teach objective
5. Let me learn – children apply the skills from the teach me section
6. Review – how have the children got on with the objective

Progression led implementation:

To ensure progression and a spiral curriculum we complete all elements of the JIGSAW scheme. The mapping document: jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how jigsaw and therefore Larkhill Primary School, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Language and Vocabulary rich implementation:

Every lesson contains key vocabulary which is explicitly taught in order to enable children to articulate their learning and understand the objective of the lesson.

Experience rich implementation:

The open your mind section of each session relates to real life and there is always a real life context to every lesson. The purpose of this is to make all learning relevant and demonstrate how the skills we develop in the classroom will help them navigate our every-changing world outside the classroom.

In response to COVID- staff have identified the sections of JIGSAW that were missed during school closures and have adapted and prioritised their teaching sequences with support from the subject leader to ensure pre requisite steps are incorporated into current teaching

Assessment:

Assessment happens in every lesson. Children will always reflect on their learning and comment on how well they believe they achieved the learning objective. This is evident in our floor books.

Jigsaw also supports teachers with making judgements, see the below image which demonstrates how this is done for the 1st unit of work.

Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.
Ages 6-7	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
Ages 7-8	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
Ages 8-9	I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.
Ages 9-10	I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.
Ages 10-11	I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with <u>others</u> in my community and globally and explain how this can influence the choices I make.	I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.